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Improving Access to Higher Education for Youth Our Educational System Has Not Traditionally Served.

Chico State Coll., Calif.

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Chico State College views and is approaching the problem of improving equal access to higher education as if it were a three-legged stool, each leg being required to be fully functional if the stool is to be serviceable. The first leg necessary is a strong Educational Opportunity Program (EOP) that recruits students, the majority of whom do not meet traditional admissions policy. The second leg of the imaginary stool is the Chico state College program for making Advance Commitments of financial aid to high school students who are from low-income families. This program differs from EOP in that these students do meet traditional admissions requirements. The third leg required is the ability and willingness of the institution to make full use of its existing financial aid resources. To aid students in financial need, Chico State College is now planning to implement a Student-Oriented Work-Study Program that will meet the needs of both the student and his employer. The sections of this report discuss each of these proposals more thoroughly. (Author/KJ)

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IMPROVING ACCESS TO HIGHER EDUCATION FOR YOUTH OUR EDUCATIONAL SYSTEM HAS NOT TRADITIONALLY SERVED

CHICO · STATE · COLLEGE
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- Programs
- Answers
- Issues
- Ideas

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PREFACE

Chico State College views and is approaching the problem of improving equal access to higher education as if it were a three-legged stool, each leg being required to be fully functional if the stool is to be serviceable. The first leg necessary is a strong Educational Opportunity Program (EOP) that recruits students, the majority do not meet traditional admission requirements, based on their potential to succeed in college with the aid of a support program providing counseling, tutorial assistance, financial aid resources, and other similar offerings to assist the students in adjusting to their new environment. Information relative to this program is contained in Section I of this report.

The second leg of the imaginary three-legged stool is the Chico State College program for making Advance Commitments of financial aid to high school students who are from low-income families. Although there is a degree of over-lap here between the Advance Commitment Program and the Educational Opportunity Program in regard to the type of students served, the Advance Commitment Program is chiefly concerned with motivating youth who do meet the regular Admissions requirements, but who may not be considering college because of lack of financial resources for their college education. These students usually are able to succeed in college without utilization of special counseling, tutorial assistance, and other services available to the EOP students. As a result, the program for making advance commitments of financial aid to low-income high school students is designed, at this point at least, to include a larger target population. Another important difference between the EOP and the Advance Commitment Program is that the former implies an institutional commitment on the part of Chico State College while the latter implies a cooperative commitment on the part of a number of both two-year and four-year institutions throughout Northern California. Realizing, as we now do, the magnitude of the problem - due to years of inaction on the part of the educational enterprise - the need for commitment, cooperation, and action on the part of all institutions of higher education is imperative, for if access to higher education is to be improved to any degree of satisfaction, it will require a concerted effort on the part of many institutions in the future. Information relative to the Northern California Cooperative Program for making advance commitments of financial aid to high school students is included in Section II of this report.

The third leg required to make the three-legged stool serviceable is the willingness and ability of the institution to make full use of its existing financial aid resources. At Chico State College, for example, (as well as at many other institutions with which I am familiar) there is a perennial problem of finding many of the most needy students who desire employment do not possess the skills and abilities sought by employers. In order to rectify this kind of problem, Chico State College is now in the final stages of its planning toward implementing a Student-Oriented Work-Study Program that will meet the needs of both the student and his employer during the coming academic year. The college is also finalizing plans to provide a new source of funding for making advance commitments of financial aid to high school students through the use of the Chico State College Faculty Grant Awards Program and providing consultant services to community organizations who sponsor scholarship programs and who might be willing to incorporate the concept of making advance commitments of their scholarship dollars to low-income students. Information relative to the proposed Student-Oriented College Work-Study Program and Faculty Grants Awards Program at Chico State College for making advance commitments of financial aid to low-income high school students is included in Sections III and IV of this report.

Preface (continued)

In closing, I would like to emphasize that we at Chico State College realize the inadequacy of our efforts and the analogy of our three-legged stool. We realize that a four-legged stool is generally more serviceable than one with only three legs. Furthermore, a stool with a solid base - no visible legs at all - is optimal. We realize that we certainly do not have all the final answers and are searching for new means to both old and new educational ends. We are grateful for the opportunity provided to us through the efforts of the College Entrance Examination Board and its affiliates, the Sloan Foundation, and the many participants in this conference on Improving Access to Higher Education to exchange information, ideas, and hopes for the coming year(s). We are hopeful that conferences such as this might mark the beginning of the end for the need to improve equality in the access to higher education during the third quarter of the twentieth century in the United States.

John Otto

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REFLECTIONS ON RECRUITMENT
FOR
EDUCATIONAL OPPORTUNITY PROGRAMS
WITHIN THE
CALIFORNIA STATE COLLEGE SYSTEM

October 21, 1968

John Otto
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Admissions and Student Aids,
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Chico, California   95926

RECRUITMENT FOR

EDUCATIONAL OPPORTUNITY PROGRAMS

There are two types of recruitment that are essential to Educational Opportunity Programs if they are to be successful within the California State College System today. The first and most obvious kind is the process of recruiting potential students to participate in the Educational Opportunity Program. Since this type of recruitment is most easily accomplished and most frequently referred to, it will contain the main body of this paper. Before proceeding to this main feature, however, I would like to speak briefly about another type of recruitment that will be of equal importance to the success of all present and future Educational Opportunity Programs. This second kind of recruitment is, in the long-run, the only sensible, ultimate, and finite way to create full educational opportunity. Therefore, there is an urgent need to awaken and educate the educational community - the political community - and the social community - to the very defects in our educational, political and social institutions that have created the great need for Educational Opportunity Programs. It is hoped that, if man, by nature, is inherently good, that once such facts have been disseminated, digested, and accommodated, proper steps will be taken to improve our educational institutions and the social order of which they are part to eliminate the need for such programs. This is exactly why I have chosen to talk about this second type of recruitment today and to put these thoughts in written form so they may stimulate questions in the future.

The reason I believe that educating others - as well as educating the Educational Opportunity Program student - is so vitally important, is that even if the California State College System was to admit and enroll all of the Educational Opportunity students it might conceivably accommodate, there would be literally thousands of students who could not be included. Even if the State University System followed suit, there would remain thousands of students who would be denied the opportunity to attend college because of inadequate space and facilities. Furthermore, even with the vast diversity among the 18 or 27 state institutions sponsoring Educational Opportunity Programs, there would be some students who would be better served at another kind of institution. In short, let's not kid ourselves, the California State Colleges alone (even including the University System) cannot do the job that needs to be done, and even if they could, I doubt very much whether they should attempt to do so.

It is no secret that neither the public 4-year or 2-year institutions of higher education in California are adequately serving the needs of all of the citizens of this state. Unfortunately, the majority of our nation's educators have failed to uphold one of their primary responsibilities: they have neglected to discuss, debate, or enter into a meaningful dialogue concerning such questions as what should be, in favor of what is. It appears to me that educators must begin to concern themselves with what should be, as well as what is. You know and I know that we now have more than enough people within the educational community who are finding divergent measures to measure the measurable. Should we not attempt to ask for assistance in measuring what should and could be? For if our own educational communities do not appreciate, support, and promulgate the need for the establishment, growth, and continuation of Educational Opportunity Programs, how can we expect our politicians, secondary school personnel and the man in the street to rally to the cause? How can we expect them to realize that their system of public education is not adequately meeting the needs of the society which has created it, if we do not point this out.

Fortunately, some individuals and groups of individuals have publicly gone on record to point these facts out. For example, Donald L. Gerth, formerly Dean of Students at Chico State College, related the following to the Statewide Conference on Race and Poverty in Higher Education at San Mateo in March of 1967:

> "We know from the searching self-examination which we have been conducting in higher education in recent years, stimulated in part by our students and in part by the massive social needs and opportunities which confront this nation, that our higher educational institutions and the educational system generally have not been fulfilling their fundamental responsibility toward all of the American citizenry of maximizing human growth, development, and potential. We know that the higher educational enterprise systematically discriminates, subtly or otherwise, and separates out from our clientele large segments of our population. These segments of the population have included racial and ethnic groups, the culturally and economically depressed and, with more frequency than we would care to admit, the nonconformists. If we accept as a general goal of the American educational system stimulating human growth and development and the maximizing of intellectual, social, and cultural development in all of our population, we have a long road ahead of us in achieving these ends."

Other educators have related similar concerns. Now, it is true that much of what was said to this very esoteric group at this conference was elementary knowledge and therefore might have been left unsaid. Yet, what was said was of great value regardless of its informative and educational value to the group to which it was initially addressed. The important thing is that it was said, said in public, and which is more important, printed. Consequently, its value, credibility, and validity were increased. To go one step further, let us assume that what was read and said before the esoteric group at the Conference on Race and Poverty by one man is said and read by other men back on the college campus. Its value, credibility, and validity continue to grow. Furthermore, let us assume that some of the faculty who are experts in measuring the measurable take it upon themselves to measure what was said. Its validity continues to grow, and as its validity grows, other faculty members on other campuses begin to take up the issue until - ultimately - knowledge of the issue spreads off campus to the politicians, the junior colleges, secondary schools, and the "man on the street" - adinfinitum -

As indicated earlier, it is ridiculous to assume that the several California State Colleges can even come close to meeting the educational needs of all California students who might potentially benefit from participation in an Educational Opportunity Program, either presently or in the foreseeable future. Therefore, it seems only reasonable that the 2-year or community colleges and private colleges must be recruited if educational opportunity for all students is our goal. I realize that a number of individuals have been reluctant to seriously consider a substantial amount of help from this segment of the educational community, in the past, due to obvious problems of lack of, or shortage of, adequate financial aid funds, on-campus housing, etc. I submit, however, that the community colleges have more inate potential for sponsoring successful Educational Opportunity Programs than some people have cared to admit and these alleged problems are not insurmountable. For example, 2-year colleges have the same capacity for increasing the amount of financial aid available as do 4-year colleges and for those who feel that their lack of dormitory or other central housing facilities are a drawback, I contend that this kind of shortcoming can be solved as easily at a 2-year college as at a large number of our 4-year institutions. In addition, it is reasonable to assume that a student might just as well leave his home community to go to a 2-year institution in a neighboring community as he might leave his home community to go to a 4-year institution. Most 2-year college districts have articulation agreements with most other institutions so that tuition for an individual student can be accounted for at no cost to the student. Finally, 2-year college faculties, administrators, and members of the governing boards can be helped to realize that their college and their community is affected by the problems of the entire area, state, and nation just like their counterparts at, say, Chico, Humboldt, or San Luis Obispo State Colleges. That is, once they have been fully informed as to what Educational Opportunity Programs are trying to do and why they need to do what they do, it is reasonable to assume that not only will Educational Opportunity Programs arise on a majority of college campuses throughout the state, but also that an important step will have been taken to correct the very conditions that have made Educational Opportunity Programs necessary in the first place. Consequently, I would suggest that Educational Opportunity Program directors within the California State College System might formulate the general principles and policies for the recruitment of students to their own projects while leaving the nuts-and-bolts matters in the hands of other trusted Educational Opportunity Program staff members, and thereby leaving themselves free for the recruitment of additional slots in additional Educational Opportunity Programs at additional colleges to meet the needs of the students for which there is presently no room in existent Educational Opportunity Program projects. I must admit that this is not always an easy matter, for we at Chico State College attempted to do this very thing this past spring and met with only limited success. Nevertheless, we did manage to place 15 students for whom we could not find room in our own Educational Opportunity Program and who may not have been able to go to any college at all in three neighboring 2-year colleges. Six students are currently enrolled and apparently well satisfied in Sierra College in Rocklin, California, thanks to the efforts of Martin Taylor, Dean of Students, while Tom Larner, Financial Aid Officer at Yuba College has provided for five such students, and Barry Curran, Romeo Morin, and Laverne Allen, Dean of Students, Registrar, and Financial Aids Officer respectively, have helped to place four of our referees at Butte College.[1] Yes, I think the work being done by Jean Wirth and Bob Hoover at the College of San Mateo and the initial efforts of American River and Sacramento City College, as well as the efforts of Sierra, Yuba, and Butte College previously mentioned, are an indication of what might be done. I would hope that California State College Educational Opportunity Program directors would not only consider working on the recruitment of new college campuses to sponsor new Educational Opportunity Programs, but also, that they would offer their experience, counsel, and other resources, and thus actively assist other colleges get their programs under way.

Before condluding my remarks on the second kind of recruitment for Educational Opportunity Programs, I would like to reiterate my contention that this type of recruitment is vitally important to the accomplishment of the goals and purposes of our Educational Opportunity Programs. I would hope, then, that a successful recruitment program of this type will merit a broad and perpetual attack from all of the California State Colleges. Frequent papers such as this, written reports, newspaper articles, television and radio coverage, public addresses, and person-to-person contacts all seem to be necessary and appropriate. Ultimately, I believe the actions and success of our Educational Opportunity Program students will speak for themselves and Educational Opportunity Program directors can then afford to expend a larger portion of their time on the actual recruiting of students for their programs, and the other things that Educational Opportunity Program directors might normally do.

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[1] The College of the Siskiyous, Weed, California actually accepted and had four Educational Opportunity Program students on campus when classes started in September. However, due to an unforeseen lack of matching funds for Educational Opportunity Grants, it was unable to dispurse financial aid funds upon their registration. The students, therefore, went home within a week. It is assumed that advance planning now will rectify such problems in the future.

It seems reasonable to assume that before a college begins the process of actually recruiting students to participate in its Educational Opportunity Program it must first, tentatively at least, answer four basic questions. (1) Why are we recruiting students? (2) What type of student are we looking for? (What are the specific criteria that make him different from other students?) (3) Where can we best recruit students? (4) How can an institution determine when it has found the kind of student it is looking for?

I think the answer to the first question is clear to us all. I only regret that it has taken us to long to ask and then answer this question honestly. I also regret that a number of our institutions did not act until after the Racial Demographic Survey of the Chancellor's Office and other pressures convinced the Board of Trustees to take action last April. Be that as it may, my own institution answered the first question, why are we recruiting students, as follows:

> "The process of recruiting, admitting, and retaining students currently in use by the California State Colleges and Chico State College in particular, not only fails to assist, but systematically works against the inclusion of minority and disadvantaged students who possess the ability to earn a degree. This has created an imbalance in the socio-economic and racial representation in the college enrollment as illustrated by the Racial and Demographic Survey completed by the Office of the Chancellor of the California State Colleges in the Fall of 1967. Chico State College was revealed to have the lowest proportion of students from the Negro and Mexican-American populations of all of the 18 State Colleges and one of the lowest proportions of students from low-income families. In order to obtain congruence with goals of free, public higher education as envisioned in the Master Plan for Higher Education in California and in line with the Board of Trustees' action in allowing admissions provision for the disadvantaged, the following program is proposed for Chico State College, beginning with the Fall of 1968. There are six major premises which permeate the proposed program for minority and disadvantaged students at Chico State College:
>
> 1. The belief that there is a moral obligation to provide talented students from low socio-economic levels the opportunity to develop their intellectual potential.
>
> 2. The belief that students learn from participation and from "doing things" outside as well as in the formal classroom setting.
>
> 3. The conviction that Chico State College needs more minority students on campus to help to assimilate other minority students into the campus environment.
>
> 4. The realization that such a program cannot succeed without minority persons assuming leadership and working roles within the program.
>
> 5. Development of the proposed program has and will result from contact and feedback from minority and disadvantaged students.
>
> 6. The expectation that the disadvantaged students will enrich the educational environment of the College."

Chico State College also was cognizant of the fact that the student body itself is a significant educational factor on any college campus, equally as important as the faculty, facilities, and curriculum. Consequently, whether or not it was realized or admitted, the student body at Chico State College, prior to and without the presence of the Educational Opportunity Program students, had been truly culturally deprived.

Although the answer to the question, why we recruit students, presupposes the answer to what type of student we are looking for, there are nonetheless several factors which must be determined. For example, I am astounded by the number of inquiries, from faculty members and other individuals, as to why we do not recruit students who meet traditional state college admission requirements but also happen to be poor. And I am astounded, too, when some do not seem to understand that an Educational Opportunity Program student should be educationally and culturally different from the usual student clientele traditionally served by the college as well as being poor. In view of this, Chico State College is more concerned with what a student might do and what might become as a result of his exposure to college. What a student has achieved in the past and can do presently are of secondary importance. Consequently, the College relies heavily upon any indications of potential - achievement in one special area, or during one specific period of time, recommendations from individuals who are in a better position to evaluate the student's potential than the college, or of the student's evaluation of himself and his desire to complete college as these are perceived by the college.

It is in this area of the recruitment process where an institution must display complete honesty and integrity. For no single institution can serve the needs of every individual student no matter how diverse their program. Some students may be better advised and choose to attend another institution.[2] Therefore, potential students should be provided with all of the facts concerning the institution in question so that if they do choose to accept an offer for admission to the College that they have done so with their eyes wide open. In addition, it is clear that currently enrolled Educational Opportunity Program students can do a more effective job of interpreting the Educational Opportunity Program, the college and the community, in a number of respects, to the potential recruits than can college officials. Consequently, Chico State College has developed a visitation program that encourages all potential Educational Opportunity Program students to spend two days on the college campus to aid students in making their decision. The visitation program centers around personal contacts and utilizes currently enrolled Educational Opportunity Program students as hosts and hostesses. The Chico State College Associate Students have allocated funds to provide for the costs of room and board for the two-day visit. In addition to attending classes and social functions with their host students, visitors are provided with a general orientation program which includes a reality session where students "tell it like it is" and have an opportunity to ask questions or enter into discussion regarding any matter that may be of concern to them. Individual conferences are scheduled with an admission and financial aid officer before the visit is completed whereupon application forms are disseminated and explained upon request. If, indeed, the student expresses an interest in applying for admission to the College, the College takes care to keep in constant touch with the student through correspondence or by telephone.[3] Ordinarily they are provided with an evaluation form and asked to send it back to the

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[2] Recognition of this fact collectively by a larger number of colleges gave rise to the College Scholarship Service System of Need Analysis during the 1950's.

[3] It is often necessary to write as many as 10 to 20 letters to students (and their sponsors) in order to obtain the forms and other data needed to complete their applications for admission and financial aid.

College once they have returned home and had a chance to evaluate their experiences.[4] In the past, we have found these evaluations very helpful, as we strive to improve our visitation program. It is felt that the visitation portion of the recruitment program is of prime importance because it provides the College with an opportunity to learn more about its potential students - and - more important - the potential students to learn more about the College.

On the other hand, it is obvious that, in order to do justice to the process of recruitment, the College cannot rely solely on the information or impressions it receives concerning a student during a two-day visit to the campus. The value of the more traditional indices, (the high school transcript, ACT scores, etc.) has already been shown to be of little help in predicting an individual's potential for successfully completing a college education. Therefore, it is essential that the College have other sources to help it evaluate whether or not a particular applicant is what it is looking for. This source might very well be a sponsoring agency such as an Educational Opportunity Clearinghouse, or an Upward Bound Project, etc. These agencies not only help us determine what type of student our applicant is, but also where to look for such students. In addition to these specialized agencies, Chico State College has gone directly to high schools such as Ravenswood in East Palo Alto, and McClymonds in Oakland in its recruitment program. The assistance these sponsors have been able to provide has been invaluable.

Finally, I would like to mention the importance of providing (if at all possible) the potential Educational Opportunity Program student with an alternative to participating in a specific Educational Opportunity Program since it is likely that many of the Educational Opportunity Programs involved in recruitment of students will not be able to serve the needs of all of the students who desire to participate in their programs. As mentioned previously, it is in such instances that Educational Opportunity Program directors might do well to have open lines of communication with 2-year colleges or other 4-year public or private colleges who may be able to serve as an acceptable alternative for the student they may not be able to admit.

The final question of how can an institution determine when it has found what it is looking for when recruiting students for its Educational Opportunity Program can best be answered by the students themselves. For a successful Educational Opportunity Program must be a dynamic program that is primarily by and for the student participants. A successful Educational Opportunity Program would not be highly structured and pre-planned for the students down to the very last and smallest detail. It would not profess to have found the "one true way" to educate an individual Educational Opportunity Program, all Educational Opportunity Program students, or all students. On the contrary, the successful Educational Opportunity Program will take the student as and where he is and adjust its curriculum, its environment, and its total program to meet the needs of the individual student and his society. The question of how an institution can determine when it has found the kind of students it is looking for then becomes totally irrelevant.

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[4] See Enclosure 1

CHICO STATE COLLEGE
STUDENT AFFAIRS
May 9, 1968

A PROPOSAL FOR A PROGRAM FOR THE RECRUITMENT, ADMISSION AND RETENTION OF MINORITY AND DISADVANTAGED STUDENTS AT CHICO STATE COLLEGE

The process of recruiting, admitting, and retaining students currently in use by the California State Colleges and Chico State College in particular, not only fails to assist, but systematically works against the inclusion of minority and disadvantaged students who possess the ability to earn a degree. This has created an imbalance in the socio-economic and racial representation in the College enrollment as illustrated by the Racial and Demographic Survey completed by the Office of the Chancellor of the California State Colleges in the Fall of 1967. Chico State College was revealed to have the lowest proportion of students from the Negro and Mexican-American populations of all of the 18 State Colleges and one of the lowest proportions of students from low income families. In order to obtain congruence with goals of free, public higher education as envisioned in the Master Plan for Higher Education in California and in line with the Board of Trustees' action in allowing admissions provision for the disadvantaged, the following program is proposed for Chico State College, beginning with the Fall of 1968. There are six major premises which permeate the proposed program for minority and disadvantaged students at Chico State College:

1. The belief that there is a moral obligation to provide talented students from low socio-economic levels the opportunity to develop their intellectual potential.

2. The belief that students learn from participation and from "doing things" outside as well as in the formal classroom setting.

3. The conviction that Chico State College needs more minority students on campus to help to assimilate other minority students into the campus environment.

4. The realization that such a program cannot succeed without minority persons assuming leadership and working roles within the program.

5. Development of the proposed program has and will result from contact and feedback from minority and disadvantaged students.

6. The expectation that the disadvantaged students will enrich the educational environment of the College.

As a result, all minority and disadvantaged students on the campus (especially those in the program) are aware of the fact that they personally have a significant role to play in making education more accessible to other minority and disadvantaged students. Although these disadvantaged will benefit personally through their experience and participation in the program and in the College, the College and community will also benefit from their participation.

Consequently, each student would be aware of the fact that he is truly needed to help (support, tutor, recruit, etc.) other students in the program as he himself has been helped. It is hoped that this will set into motion a process that will make the program self-sustaining and perpetual, for it will encourage a natural recruiting, tutoring, and advising network which will help to alleviate the very conditions which have created the need for such a program.

Recruitment: Development of a limited recruitment process was begun in the Fall of 1967 and has continued to the present time. Steps taken included the following:

1. Referral agencies were identified and contact established:

    a. Project 408 - Educational Opportunity Clearing Houses (Berkeley and Los Angeles).*

    b. Upward Bound Projects (University of California at Berkeley, U.C.L.A., University of Redlands, Mills College, Humboldt State, and Chico State College).**

    c. High schools, junior and four-year colleges participating in the Cooperative Program for Making Advanced Commitments of Financial Aid to High School Students. (30 high schools, six junior colleges and three four-year colleges.)

    d. High schools serving primarily minority students (e.g. Ravenswood, East Palo Alto; McClymonds, Oakland) who became aware of Chico State College.

    e. Community agencies within the College service area (Neighborhood Job Corps, Local Technical Action Panels, and Community Action Projects).

2. Individuals, primarily from minority and low socio-economic backgrounds, provide contact and referrals of potential students who are inaccessible through normal channels. These individuals include both students, faculty and persons not affiliated with the College.

3. Arrangements are being made to commit financial aid, grants, loans, work, upon identification and recommendation of students having the potential for succeeding in college.

4. Personal contact is established with each potential applicant and an invitation to apply was extended.

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* Project Directors, counselors and 150 of their students have requested and participated in a series of visits to Chico State College.

** Chico State College was the first of the California State Colleges to admit Upward Bound graduates who did not meet published admission standards, Fall, 1967.

5. Arrangements were made for campus visits by applicants wherever possible. The visits include:

    a. An orientation or "reality" session describing the campus and community climate conducted by Student Affairs staff and currently enrolled minority and disadvantaged students.

    b. Individual meetings with Admissions and Financial Aids staff to insure completion necessary for admission and financial aid procedures.

    c. Exposure to campus, classroom and community in the company of host students.

    d. An overnight stay with the host student to provide additional student culture contact.

6. Continual contact is maintained until admissions and financial aid applications are completed.

Admission: Early in the Spring of 1968 the Student Affairs Staff members who were conducting a program with the ten presently enrolled and identified disadvantaged students began formulating plans for an increase in numbers of disadvantaged in the next school year anticipating Board of Trustees action in the Spring of 1968. It was projected that about 30 new, disadvantaged students would be admitted to the College primarily from Upward Bound Projects even without Trustee action. In the event that the College requested and the Chancellor granted the authority to admit additional disadvantaged students who could not meet current admission standards, tentative plans were begun to design a program which could provide for up to 100 total disadvantaged students.

If the College decides to request and implement a formal program for admission and retention of disadvantaged students the following guidelines and procedures for admission of this large number of applicants is proposed:

1. Each applicant will be identified and processed separately from the regular admission procedure.

2. Each applicant is interviewed by the Admissions Officer whenever possible.

3. Upon completion of the application, the decision to admit is to be made with special emphasis being placed upon:

    a. Recommendations from counselors, teachers, administrators, employees, clearinghouse sponsors, and others.

    b. Evidence of ability to achieve in college, such as high grades in a particular area, specific achievements and talent, or other achievement indices.

It is important to realize that students selected to enter Chico State College under this program would not be chosen because of past performances which rank them with the middle-class whites in terms of usual academic success, but because the above criteria indicate their ability to adapt to and eventually profit from the experience in higher education currently available at Chico State. They are expected to meet graduation requirements, but the criteria which students use for measuring success does not necessarily apply to these students. Success would be often measured as improved performance as they move toward neeting graduation requirements.

All potential applicants are to be informed that provision for financial assistance will be made in accordance with their need upon admission to the College. Financial status and need should not be the determining factors in the admission decision, either by student or the College.

Retention: Because of the inadequate background and skills of the disadvantaged students, the goal of this program should be to insure the retention of these students through an intensive survival program for a minimum of one school year. Experience gained from sustained contact with the small group of disadvantaged and minority students admitted in the Fall of 1967 resulted in the following suggested aspects of the retention program.

1. It is proposed that an Advisory Committee consisting of representatives from the Student Policies Committee of the Faculty Senate, the Office of the Vice-President of Academic Affairs, the Office of the Dean of Students, the Chico State College Upward Bound Project, the Black Student League, the Mexican-American Organization, Chico State College Associated Students and of CAVE-Community Action Volunteers In Education tutorial program be formed.

2. The Office of Admissions and Student Aids is committed to release the equivalent of a full-time professional position for the coordination and administration of the program. Clerical support will be provided for the Coordinator by the Division of Student Affairs. In addition, College Work-Study monies to finance four student assistant to the Coordinator positions can be made available.

3. Selected faculty from each of the schools and the divisions collectively could be asked to serve as coordinators for academic advising. These advising coordinators' regular teaching and/or advising loads should be reduced by 1/4 as they will only be assigned advisees from within the program. Each faculty coordinator would be provided with College Work-Study monies for student assistance in advising and tutoring. When additional or specialized tutorial assistance is needed, the CAVE Program has pledged its full support.

4. Group and individual counseling to deal with social and personal problems which may interfere with progress in college should be provided under the direction of the Coordinator of Counseling.

5. Students must be assisted in the selection and obtaining of housing in college managed halls or in off-campus residences in accordance with their personal preferences.

6. Beginning with a special orientation program at the start of Fall, 1968, provision should be made for disadvantaged students to be introduced into existing social, service, departmental, cultural, and other special interest organizations. Emphasis should be given to personal contact and support.

7. The primary contact would be carried out by presently enrolled, academically successful, disadvantaged students who are to be paid from College Work-Study funds. Nevertheless, additional funding sources are urgently needed, vital to the success of the program, and should be sought.

8. Although no remedial reading services are currently funded by the State, a proposal is being written by the staff of the Reading Clinic to establish reading and study skills services and should be supported.

9. The progress of this intensive experimental program is now and should continually be under study in order to provide both documentation for and a means of assessing the impact of the extraordinary nature of the program.

The degree of involvement obtained from currently enrolled disadvantaged and minority students is high at Chico State College and offers a significant contribution to the success of the program. Individual faculty, student, and administration commitment is high; a widely-based program is being planned, with portions currently in operation. Key factors in the success of this program are to be found in the authority to admit a larger number of disadvantaged and minority students and special provisions for additional funding from the State to support and sustain the program.

The Philosophy and Procedures Governing Northern California's Cooperative Program for Making Advance Commitments of Financial Aid for High School Students from Low-Income Families

Prepared for distribution in conjunction with the Panel Discussion on The Educational Consortium: Hope for the Disadvantaged? at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30 - April 3, 1969

By John Otto
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It is no secret to those of us who have been involved in the field of Admissions and Student Financial Aids that neither the public nor private institutions of higher education in the United States are adequately serving the needs of all of the citizens of this nation. As a matter of fact, this phenomenon should be readily apparent to most all citizens, let alone to a professional educator. Nonetheless, it is true that the majority of our nation's educators have failed to uphold their primary responsibility: they have neglected to discuss, debate, or enter into meaningful dialogue concerning such questions as what should be in favor of what is (appears to be). It appears to me that educators must begin to concern themselves with what should be, as well as what is. You know, I know, and our students know that we now have more than enough educators finding diverse measures to measure the measurable. Should we not enlist their expertise in measuring what should and could be? Our students think so; and the failure of the educational community to ask what should and could be is clearly one of the major causes of the student alienation and campus unrest we have been experiencing across America these past several years.

Whereas my preceding thoughts may be interpreted as a rather broad and general statement of many basic problems facing the educational enterprise, I would now like to address myself to a more specific problem area where I feel more qualified to suggest solutions: That area is providing equality of "access to higher education." It appears to me that it is to this specific area - where the determination of who is provided with the opportunity to attend college and who is not is made - that we will do well to focus our attention now.

Many individuals, other than myself, have also seen providing equal access to higher education as a major problem area confronting the educational enterprise. The following findings and statements by some of these concerned individuals should assist us to place this problem in its proper perspective.

1. Richard Pearson, President of the College Entrance Examination Board from the Opening Door, "Opportunity for higher education today has touched, though not yet reached young people from the lowest income groups in the American society. There is now a human right involved in educational opportunity, and the country is challenged to make real its dream of equal opportunity."/1/

2. Leland L. Medsker and James W. Trent, The Influence of Different Types of Public Higher Institutions on College Attendance from Varying Socio-economic and Ability Levels, "More students of low ability from high socio-economic homes entered college than did high ability students from low socio-economic homes."/2/

3. Office of the Chancellor, California State Colleges, A First Partial Report on Student Demographic Characteristics and Financial Aid, "Students from low-income and minority race families were grossly under-represented in the State College population in proportion to their representation in the population at large."/3/

4. Clark Kerr, former President, University of California, Berkeley, Report on Higher Education for the Carnegie Commission, "Today a young man or woman whose family's income is in the top half of the national income range has three times the chance to get a college education as one whose family is in the bottom half. This economic inequality is holding back both the next generation and our country."/4/

5. Sargent Shriver, formerly National Director, Office of Economic Opportunity, "One of America's greatest wastes occurs when college-capable young people who succeed in college never go there because of psychological, social and physical conditions of poverty backgrounds. This waste is especially cruel when we remember that more than ever before, higher education holds the key to so many jobs in the future. /5/

6. Fred Krinsky and Joseph Boskin, Professors of Political Science, University of Southern California, The Welfare State, "In equivalent dollars in 1939 our government spent $30 per capita or 44% of total budget on health and education and welfare compared to $16 per capita or 07% of the total budget in 1963. In 1963 we spent just over half of pre-war spending on health, education, welfare and labor. In 1939 with 56 million fewer people we spent nearly 4 billion in these areas compared to just over 3 billion in 1963. Considering the 56% decline in the purchasing power of the dollar between the two periods we spent in 1963 just barely over half of the 1939 level. Only 12% of the total federal budget in 1966 was spent on health, education, and welfare, with the largest portion spent on education going into research."/6/

7. Ronald Reagan, Governor of California, and a number of his latest appointments to the Board of Regents of the University of California and the Board of Trustees of the California State Colleges, have indicated "Education is not a right but a privilege."/9/

8. Introduction to Financial Statistics of Institutions of Higher Education Student Financial Aid 1965-66 by the National Center for Educational Statistics, "Although the division of financial aid funds was almost equal between public and private institutions, student enrollments in public institutions were approximately double those of private institutions. Thus, on a per-student basis, the amount of student financial aid was much greater in privately controlled schools."/8/

   If California is typical of other states, and I think that it is, it is interesting to note that the legislature has failed to accommodate the needs of Educational Opportunity Program Directors' request for approximately 2 million dollar appropriation to administer their programs (Educational Opportunity Programs have been entirely bootlegged by local campuses since their official inception last year) while at the same time the legislature did appropriate an increase in the level of support of the California State Scholarship Program of approximately 2 million dollars. The priorities of our society become particularly poignant when one considers that 90% of the 2 million increase and 8 million dollars total program goes to state scholars from middle and upper income families to allow them to attend high-cost private institutions when these individuals could attend the state university or college system without need of assistance.

9. Frank Bowles, The International Study of University Admissions Access to Higher Education UNESCO, has observed that "Higher education is not moving towards becoming mass education. Its expansion has been less rapid and on a smaller base, producing a situation in which the number of vacancies in higher education has actually diminished relative to the number of secondary school graduates qualified for entry."/9/

10. George A. Schlekat, Dean of Admissions, University of Pennsylvania article, "Do Financial Aid Programs have a Social Conscience"? "Lower-class students do not come through the financial aid system in as financially comfortable circumstances as those in higher classes: a physician's daughter who receives aid is far more likely to receive a non-repayable grant than a farm laborer's daughter."/10/

11. Donald R. Gerth, formerly Dean of Students, Chico State College, "We know that the higher educational enterprise systematically discriminates, subtly or otherwise, and separates out from our clientele large segments of our population including racial and ethnic groups, the culturally and economically depressed, and, with more frequency than we would care to admit, the nonconformists."/11/

12. John Otto, Associate Director of Admissions and Student Aids, Chico State College, A Report on the Northern California Cooperative Program for Making Advance Commitments of Financial Aid to High School Students as presented to the Board of Directors of the California Council for Educational Opportunity, Inc. "The idea that colleges are now just beginning to consider, let alone make, early promises of financial aid to students from disadvantaged backgrounds in America in 1968 is appalling. How on God's green earth can the most affluent society in the history of mankind, which purports to provide equal opportunity for all of its citizens, have fostered and tolerated an educational system so archaic and narrow of scope that it is just now accepting the fact that large segments of our population have always been and are now being systematically discriminated against by an overwhelmingly majority of both public and private schools. For some strange reason our educational institutions, both public and private, seem to be more concerned with what a student seems to be and what he appears to be able to do rather than what a student might become."/12/

In summary then, B. Alden Thresher, Director of Admissions Emeritus, Massachusetts Institute of Technology, seems to have stated most succinctly in a single sentence in his book College Admissions and the Public Interests what all of the preceding authorities have been driving at. He appraises our educational system as follows: "There is a kind of reductio ad absurdum lurking behind all such reasoning which tends to admit to education for those who need it the least and to exclude those for whom the 'value added' by education would be greatest."/13/

As I indicated earlier, an increasing number of our students ("colorless" students as well as those of color) have become cognizant of our failures in recent years. They can accept past failures on our part if we as educators are willing to also accept them and seek remedies. What they cannot accept, however, is our indifference to our failures, our inability or unwillingness to admit to ourselves and others that we do not have all the answers, we have never had all the answers and we probably never will have all the answers, at least not for individuals other than ourselves. You can be assured that they will not allow us to have peace and tranquility on our campuses, or on our streets and television screens for that matter, until we have accepted the responsibility to provide meaningful changes. My questioning then, is: What can you and I do to help better achieve what could and should become a reality.

I am convinced that our first task as educators is, above all else, to be honest with our students in all areas rather than to confuse the issue by covering up our own feelings of guilt and inadequacy by expecting our students to gather, memorize, and regurgitate various and assorted unrelated facts and statistics that they will forget (if they ever acquired them all) moments after the exam. Our task, then, is to provide our students with the tools, security, interest, and yes, anxiety to know not only their environment, but also themselves and the relationship between both. Such a task requires that educators shall provide the student the freedom to experiment as well as the freedom to acquire meaningful or relevant personal experiences and also vicarious experience. Finally, secondly, educators must provide the student with a helpful and supporting environment that not only allows a student to make his own mistakes - learn from them and proceed - but, indeed, expects mistakes.

To borrow an old cliché from the Goodyear Rubber people, "It's time for a change." One such change that you might consider is the formation or support of an educational consortium to help to motivate students in improving their achievement records and raise their aspirations toward college by making advance commitments of financial aid to high school students from low-income families, similar to what we in Northern California have been attempting to do.

Before proceeding to the operational particulars or procedures utilized in making this cooperative program functional, however, I would like to summarize briefly some of the ideas and early experiences which have served to form the basic philosophy which permeates the program. They are:

1. Chico State College and the other cooperating colleges are cognizant of the fact that no one institution can serve the needs of every student no matter how diverse their course offerings, programs and student bodies, or how determined they are to try to provide the optimal environment for all students. Some students will thrive in a particular institution when others will not. Therefore, students should be provided with accurate information concerning the colleges they are considering attending and be allowed to select the specific institution which will best serve their individual needs.

   In representing a range of junior colleges, a state college, and a university, the colleges in the Northern California Advance Commitment Program can actively cooperate to meet the educational needs of the vast majority of students who wish to pursue further education after high school graduation. Active cooperation in referrals, in being informed and able to answer students' questions concerning the programs of other colleges, in jointly publishing pamphlets containing college information - all of these endeavors serve to reduce the confusion often inherent in selecting a college which will be right for the individual student.

2. The early promise of financial aid to students should be "firm commitments" in the form of grants or scholarships without legal or implied obligation of repayment. Thus, should the obstacles be too great for a student to hurdle at the present time, he will not find himself immediately burdened with a loan debt which must soon be repaid and which he will be ill prepared to repay, should he not complete his college course of study. In relation to these grants and scholarships, Chico State College is now in the process of making commitments of financial aid to high school students. It is encouraging to note here that the faculty at Chico State College is contributing to a Faculty Grants Award Program, the proceeds of which will be used exclusively for making advance commitments of grants-in-aid to high school freshmen, sophomores and juniors from low-income families who have been identified to the college for such a purpose through the cooperative program.

   It is also encouraging to note that several private service organizations in Northern California have indicated that they are going to change their traditional methods and procedures for making scholarship awards in their communities to take advantage of the obvious benefits obtainable through the advance commitment concept.*

3. Colleges sponsoring Advance or Early Commitment Programs, Talent Search, Upward Bound or similar programs for any special group(s) of students, such as "high-risk" students, should be prepared to commit the resources of the entire college community to meeting the special needs of these students. Simply motivating a student toward college or admitting the student to college should be only the beginning of the college's responsibility - not the end. For example, once a student has been admitted and his financial need has been met, the colleges still have an obligation to provide for special tutotial, curricular, counseling, academic advising, and health and social needs of the student. It has been our observation that whenever possible, these needs should

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*These organizations include the Gridley Quota Club, the Gridley Rotary Club, the Redding Chapter of the American Association of University Women, and the Truckee PTA.

be integrated into the current existing programs in the respective areas of the college. The staff members should be assigned on a voluntary basis and selected for such assignments on the basis of their ability to work with and to relate to these students as individuals.

Unfortunately, it appears that where the heart is willing, the pocketbook is weak. Consequently, colleges like individuals must set an example and show honesty and integrity worth emulating lest students perceive their efforts as just tokenism or Madison-Avenue-style visibility.

4. Operating under the current recruitment and admission ground rules makes it difficult for many colleges to maintain a desirable mixture of student subcultures. Some colleges are placing increasing emphasis on obtaining a well-rounded student body which will then make a significant contribution toward achieving well-rounded students. More and more, I am convinced that we must realize that a diversity in the student body itself is an educational factor equally as potent as the faculty, facilities, and curriculum. Perhaps we need more "farm kids" knocking heads with "rich kids" and "poor city kids." Isn't it just possible that students learn as much from one another as they do from their professors?

5. Some colleges may be able to utilize students more effectively than they have done to help other students. The students who have been admitted to the college under special programs and the students who have met the normal admissions requirements have a great potential for helping each other. If, indeed, we believe that students learn through participation and from doing, then it is my contention that there is a great deal of latent talent going to waste on many campuses.

6. One of the primary tasks of the colleges sponsoring such assistance programs is to serve as catalysts for meaningful change aimed at rectifying the very conditions which have created the need for such programs. Public relations and education should therefore be considered of primary importance until the entire faculty, student body, and administration of the college are fully cognizant of the need to alleviate the causes which have made these types of programs necessary.

The six ideas I have listed above are those which we have felt to be of importance at Chico State College and the other cooperating colleges. They are by no means considered to be inclusive of all the areas where change is needed. They do, however, indicate to me the relevance in Edmund A. Gordon's and Doxey A. Wilkerson's contention that "we have said to these children, 'we will prepare you for our school system, we will help you to catch up when you fall behind, we will show you the kind of lives other kinds of children already know about, and if you get discouraged and drop out, we will try our best to get you back,' but what we have not said is, 'we will take you as you are, and ourselves assume the burden of finding educational techniques appropriate to your needs.' We have asked of them a degree of change far greater than any that we as educators have been willing to make in our own institutions."/14/

It is now time to turn our attention to those objectives and procedures that are utilized by the participating colleges in their day-to-day operations. During the fall of 1967, six Northern California colleges (Butte, Lassen, Shasta, Siskiyous, Sierra, and Yuba) and the University of California Campus at Davis joined with Chico State College to create a cooperative program for providing information and advice and for making advance commitments of financial aid to eligible high school students who will need financial assistance in the future in order to attend college. Humboldt State College has since joined the consortium. The cooperating colleges promulgated "Policy Guidelines for Making Advance Commitments of Financial Aid for High School Students" during the fall of 1967.* Mailings were made to all high schools served by the nine cooperating colleges. This included all high schools north of San Francisco. High school faculties have identified candidates and informed the participating colleges of the students' choice on a special form (Recommendations of Student for Advance Commitment of Financial Aid) which is provided in the last section of the Policy Guidelines booklet.

The principal objectives of the Cooperative Program for Making Advance Commitments (Early Promises) of Financial Aid to High School Students, which has developed in Northern California, fall into three main categories: immediate, intermediate and ultimate.

The immediate objectives of the program are to identify, motivate, and counsel low-income, disadvantaged and minority-race students who may not be thinking positively about continuing their education beyond high school toward college; in short: to "turn them on" toward college.

The intermediate objectives of the program are to offer these young people an opportunity to attend college by guaranteeing to them adequate financial assistance, by introducing them to the college environment in advance of their prospective enrollment in college, and by providing for their special needs in order to increase their individual chances of survival in college. The first of these intermediate objectives will, ideally, include a firm commitment of financial assistance. The second will include special visitations to the campus, and the third will include, among others, special curricular, counseling and academic programs.

The ultimate objective of the program is to produce a significant change in the attitudes, policies, and practices of secondary and collegiate institutions in Northern California, thereby leading to the realization of educational opportunity for all qualified students.

Once the student has been identified to the college of his choice, the college then individually responds to the student in the manner of follow-up as determined by that particular college. At Chico State College, for example, the following outline of follow-up activities has been established and is being implemented.** Soon after the student has been identified as being a candidate for an advance commitment of financial aid, he is sent a personal letter which describes the program, contains financial aid information, and suggests a date for a future meeting with the student. At such a meeting, discussion might include such topics as admission procedures, information on housing, financial aid and curriculum content. Discussion, however, will revolve primarily around the student's individual questions or concerns regarding the meaning of a future college education to him, focusing on the particular personal problems he faces before such an education can become, for him, a reality.

In conjunction with the personal interview, a visit with the student's parents might be desirable at this point. It should also be noted that continuous communication is maintained with the person who initially identified the student to Chico State College.

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*See Appendix A and B, Policy Guidelines for Making Advance Commitments of Financial Aid to High School Students and Dollars for College.

**See Appendix C, Timetable.

After these initial meetings and communications with the advance commitment student, then the follow-up program broadens in scope to involve the entire campus community. Follow-up activities are planned to include the following:

> While the student is still in high school, he visits the college campus as a guest of the college. Students currently in attendance who were formerly identified to the college for advance commitments of financial aid serve as hosts for visiting students during their two-day stay on campus.* The goal of these visits is to provide the student with an opportunity to become familiar with the college in advance of his final arrival on campus, at which time he faces numerous other problems in orienting himself to a totally new experience.
>
> When students are unable to participate in the visitation program during the regular nine-month school year, they are offered the opportunity to participate in a special College Orientation Program during the summer months. This program lasts for a three-day period, and representatives of all of the nine cooperating colleges serve as sponsors. An evaluation of the program held on the Chico State College Campus last summer is included as Appendix E.

Since the cooperative program was launched in the fall of 1967, over 260 students have been identified for advance commitments of financial aid to Chico State College alone. In these first two years of the program's existence, it has become abundantly clear to me that the number of referrals that might be identified to any given college is in direct proportion to the human resources that the college has invested in visiting high schools and working on a vis-a-vis basis with high school students, their faculties, and other individuals in their home communities. In view of this, it occurs to me that if colleges are truly concerned with enhancing educational opportunity and truly believe higher education could and should become more accessible to all who can profit from it, that they might do well to assign an increasing portion of their professional resources to spending an increasing portion of this professional time working with high school students and adults away from the college campus.

It has been most reassuring to find that the Chico State College Associated Students and other groups on campus have taken an active interest in this phase of the activity. Accordingly, these groups have not only helped to support the visitation program with firm dollars, but have also supplied individuals who have donated their time to hosting high school students when they visit the campus.

It is also encouraging to view the development of a closer working relationship among and between various educational institutions and community organizations throughout Northern California as a result of this cooperative endeavor to help young people continue their education. We are hopeful that such relationships will continue to expand as we continue to strive for the creation of true educational opportunity for all college-capable students.

In closing, I would like to qualify some of the points I have been trying to make, particularly in reference to the philosophy underlying the program since this cooperative venture, like all human endeavors, is not yet complete. Indeed, like the students it has been designed to serve and like the participants at the cooperating colleges, it is "in the process of becoming." Like most individuals everywhere in the field of education, we (the cooperating colleges) are doing too little too late. Therefore, the individuals responsible for the functioning of the program must often be all things to all persons. With the reality of limited budgets and unlimited workload, most of the professional educators involved are performing these duties above and beyond their "regular" salaried functions, such as teaching, counseling, and administering. If we are to believe Freud's theory of psychic energy, it is no wonder that it is too little and too late. Yet, I am sure we all do realize that it is time for a change, that the time is fast becoming late and that the responsibility for initiating and guiding change falls on our (the professional educators') shoulders. Let us hope that those of us who are privileged to be a part of higher education are equal to the job.

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*See Appendix D, Flow Chart.

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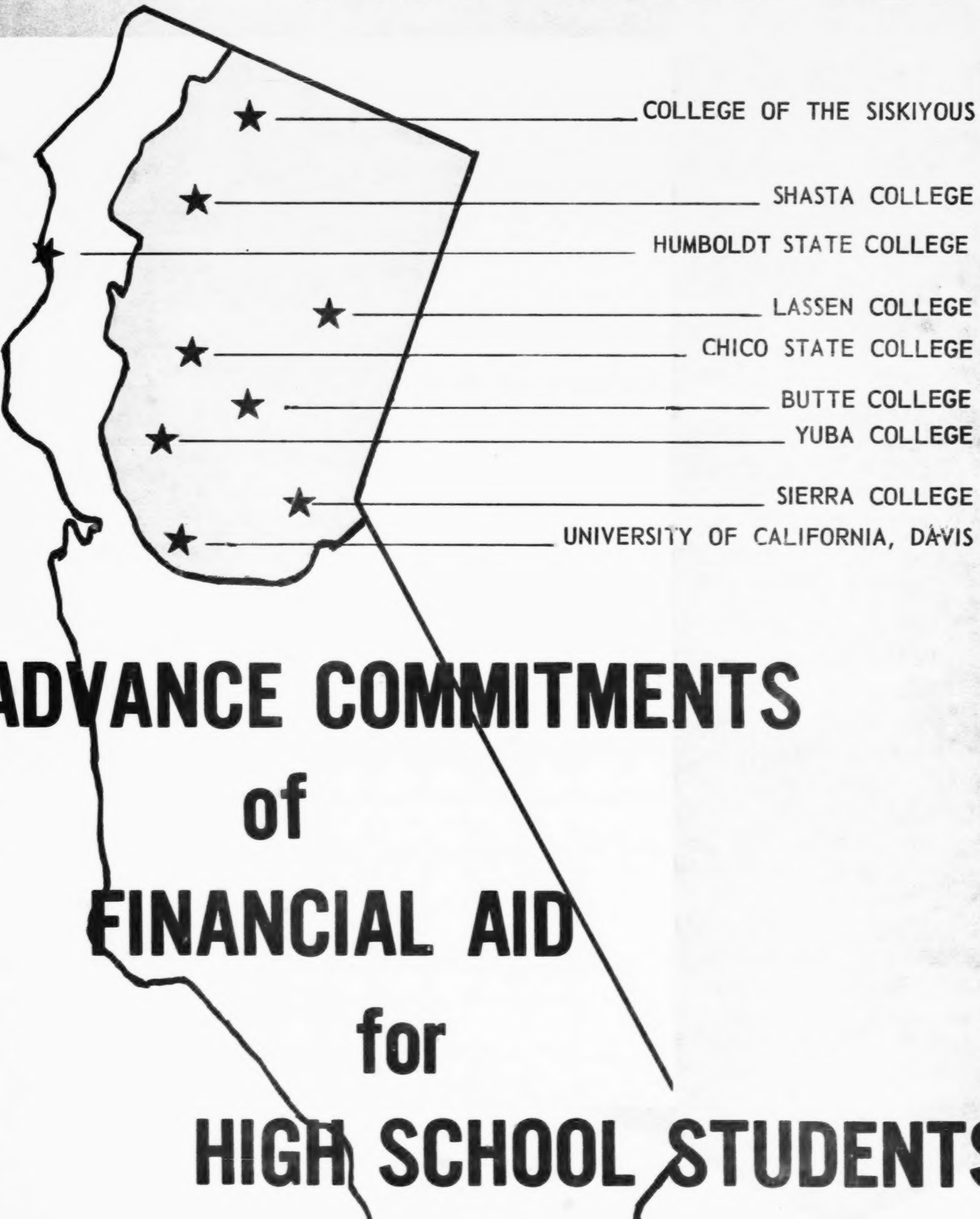
POLICY GUIDELINES


COLLEGE OF THE SISKIYOUS
SHASTA COLLEGE
HUMBOLDT STATE COLLEGE
LASSEN COLLEGE
CHICO STATE COLLEGE
BUTTE COLLEGE
YUBA COLLEGE
SIERRA COLLEGE
UNIVERSITY OF CALIFORNIA, DAVIS

ADVANCE COMMITMENTS of FINANCIAL AID for HIGH SCHOOL STUDENTS

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A Cooperative Program for Student Financial Aid

Dear Colleagues:

A number of Northern California colleges are now cooperating in a program for providing information and advice concerning student financial aid to high school students in grades 9, 10, 11, and 12. In some cases, advance commitments of financial assistance may be made to students who, for lack of adequate financial means, either through their own resources or their families', may not be thinking positively about continuing their education beyond high school. The participating colleges are: Butte College, Chico State College, College of the Siskiyous, Humboldt State College, Lassen College, Shasta College, Sierra College, University of California at Davis, and Yuba College.

An advance commitment of student financial aid is contingent upon availability of funds to the college making the commitment and the ability of the student to meet the admission requirements. The college is in a position to offer financial aid to students who meet the requirements of financial need and academic capability at the time of their application for admission to the college. Students from low income families, ($6,000 or below) will most likely qualify for grant-in-aid assistance.

We feel confident that the ability of these colleges to make an advance commitment of financial aid will help to motivate your students to improve their achievement records while in high school and raise their aspirations toward college. It should also be noted that participating colleges are equally interested in locating students with college potential, as well as those students who currently have good achievement records in high school. A student with a low high school achievement record may nevertheless have college potential. Evidence of this potential might be found through a pattern of high grades while in elementary or junior high school, high test scores, or outstanding ability or interest in a given area.

For your convenience, we are enclosing a set of policy guidelines which will explain the operational procedures for this cooperative program. Also enclosed is a supply of forms for making recommendations to the various participating colleges. If you have any questions concerning the program, please contact the college financial aid officer at one of the participating institutions.

Your comments and suggestions, as well as your cooperation in implementing this program, will be greatly appreciated.

Sincerely,

John Otto

John Otto
Coordinator for Participating Colleges

Butte College
Chico State College
College of the Siskiyous
Humboldt State College
Lassen College
Shasta College
Sierra College
University of California at Davis
Yuba College

POLICY GUIDELINES FOR MAKING ADVANCE COMMITMENTS OF STUDENT FINANCIAL AID TO HIGH SCHOOL STUDENTS

INTRODUCTION

An advance commitment of student financial aid is an effort on the part of the college making the commitment to provide the student with financial assistance in accordance with his financial need at the time of his enrollment in the college, so long as funds are available and the student continues to meet the admission requirements of the college making the commitment. Generally, the college will utilize a package financial aid award to meet the student's financial need. The package award may include any of the following financial aid programs: gift, work, or loan.

High school principals and counselors are reminded that the basic purpose of the student financial aid programs at the participating colleges is to provide assistance to students of need who, for lack of adequate financial support, their own or their families', would be unlikely to plan to enter college.

So long as the student and his parents put forth their best effort toward financing the student's education, then that student should not be denied an education simply because these combined efforts fall short of covering the student's costs of going to school.

The purpose of making advance commitments of student financial aid is to raise the achievement and performance level of recipients, guarantee the recipients' freedom of educational opportunity and freedom of choice among institutions of higher education in Northern California. In order to expedite the process of making these commitments to students enrolled in your school, the following information and forms are provided for your use.

Advance Commitments of Student Financial Aid

Enclosure A

The following steps are recommended to assure participation in the Advance Commitment Program by students from your school:

1. High school counselors identify qualified candidates for recommendation to the participating college of the students' choice.

2. High school counselors help candidates to understand how the program operates.

3. High school counselors submit recommendations of individual candidates for advance commitments of financial aid to the college of the students' choice.

4. College financial aid officers acknowledge recommendations of candidates.

Forms for recommendation of students for advance commitment of student financial aid are included at the end of this booklet.

Advance Commitments of Student Financial Aid

Enclosure B

Student Eligibility Requirements

1. It must be determined that the student will be in need of financial assistance in order to enter and remain in college.
2. The student must be recommended by his high school to the college as being able to profit from post-secondary education.
3. The student must be a national of the United States or in the United States for other than a temporary purpose and intend to become a permanent resident.
4. Responsibilities of the high schools are to ascertain that the student clearly understands that the commitment of the financial aid offices at the participating institutions is to see that no student is denied a college education for lack of financial support. Furthermore, in the past, college and university financial aid offices have successfully been able to meet the financial needs of a great majority of students who have demonstrated financial need.

Recommendations of candidates for advance commitments should be addressed as follows:

Butte College	Durham, California 95938	Mr. Barry Curran Dean of Students Mr. Laverne Allen Financial Aid Officer
Chico State College	Chico, California 95926	Mr. John Otto Assoc. Dir. of Admissions & Student Aids Mrs. Jacqueline Everett Asst. Dir. of Admissions & Student Aids
College of the Siskiyous	Weed, California 96094	Mr. Gerald Edwards Dean of Students
Humboldt State College	Arcata, California 95521	Mr. Jack Altman Financial Aid Officer
Lassen College	Susanville, California 96130	Mr. Jack Ellena Dean of Students
Shasta College	Redding, California 96001	Mr. Philip Stubblefield Financial Aid Officer
Sierra College	Rocklin, California 95677	Mr. Martin Taylor Dean of Students
University of California at Davis	Davis, California 95616	Mr. Robert Evarts Director, Financial Aids
Yuba College	Marysville, California 95901	Mr. Thomas Larner Financial Aid Officer

Advance Commitments of Student Financial Aid

Enclosure C

Responsibilities of the Colleges

1. Disseminate information, clarify policies, and facilitate the procedures for high schools to assist in identifying students who will be in need of financial assistance in order to attend the college of their choice.

2. Provide information concerning application procedures, types of assistance available, and the policies and procedures necessary for obtaining financial assistance to high school students who will require financial assistance to attend college.

Advance Commitments of Student Financial Aid

Enclosure D

A Facsimile Letter of Commitment Which May Be Sent to Student by Participating College

Dear

Your high school faculty has suggested to us that you have the ability to perform college-level work. We would like to offer you the opportunity to attend our college by providing you with adequate financial assistance to meet your needs at the time of your enrollment.

A definite commitment of assistance will continue as long as funds are available and you continue to make satisfactory progress.

Separate applications must be filed for admission and for financial aid during your senior year in high school.

We have enclosed information describing the various programs that will most likely be used to meet your financial needs when you enroll in college.

Sincerely,

Financial Aid Officer

Enclosures

Advance Commitments of Student Financial Aid

Enclosure E

A Facsimile of a Letter Which May Be Sent to Parents of Students

Dear Parents:

Have you hesitated to encourage your son or daughter in making anyy plans for going to college because you just didn't know how you could afford it?

Perhaps if we start to plan now--he or she will be able to get a college education!

The Congress of the United States has made available a variety of financial aids--campus jobs, loans, and grants--to needy students who show promise of being willing and capable of pursuing a college education.

It is apparently the intent of the Congress to ensure that:

> So long as the student and his parents put forth their best efforts toward financing the student's education, then that student should not be denied an education simply because these combined efforts fall short of covering the student's costs of going to school.

Therefore, if we can help your son or daughter see what might be available so that he or she can further his education beyond high school, your combined efforts to plan and save for education will not seem as futile.

If you would like to learn more about the financial assistance your son or daughter might be eligible for if and when he or she attends college, feel free to write the financial aid officer of the college of your son or daughter's choice.

Sincerely,

Financial Aid Officer

COLLEGE ORIENTATION PROGRAM

During the month of June, 1968, the Colleges participating in the Advance Commitment Program jointly sponsored a College Orientation Program on the Chico State College campus for approximately fifty 9th, 10th, and 11th grade students who had been recommended for advance commitments of financial aid.

Each visiting high school student was hosted by a regular college student. A number of activities were included in the total program offerings. Guided tours of the campus were provided and each student had every opportunity to meet and talk with many faculty members and regularly enrolled college students. A general information and orientation session where college programs were explained and questions were answered was featured. At this session, information relative to college life in general, and specific information concerning student financial aid, admission, activities, and housing was disseminated.

Following the general orientation session, students were accompanied by hosts to a wide variety of summer session college classes. Each student attended approximately four or five class sessions in such areas as anthropology, art, history, psychology, physics, biology, chemistry, English, political science, and education. Students also had the opportunity to participate in various recreational activities and small discussion groups. Room and board at one of the College dormitories and tickets to a college drama production during the three-day period were provided without cost.

Another highlight of the program was the opportunity afforded students to meet with representatives from the participating college of their choice for an individual "college planning session."

Before returning home at the close of the three-day session, students were asked to complete an evaluation report, listing what they found enjoyable during their visit to the College and to add any suggestions they might have for improving next year's program.

To briefly summarize these evaluation reports, there were indications that the majority of the students most enjoyed the opportunity to visit college classes. Secondly, they enjoyed the people they met, especially their guides for the College tours; their individual college planning sessions; and their hosts and hostesses. Talking with counselors, touring the campus, and dormitory living also were mentioned often as enjoyable learning experiences.

The greatest number of suggestions for improving next year's program centered around extending the length of time on campus and larger numbers of class visitations, holding more question and answer sessions, arranging for more meetings with students now attending college, and additional time to learn specific information on course requirements and other areas of interest.

In sum, the students indicated that they enjoyed the three days and found them meaningful in stimulating their thinking toward a college education and, in short, wanted the Orientation Program to be extended for a longer period of time!

One of the students perhaps summarized the feeling of the three-day orientation meeting for himself and many others when he later wrote, "Most of the time I felt that I was learning, while having fun."

Agencies Referring Students for the Advance Commitment Program
1967-68

AGENCY	INDIVIDUAL MAKING REFERRALS
Biggs High School Biggs, California	Mr. Arthur D. Osborn Vice Principal & Counselor
Big Valley Union High School Bieber, California	Mrs. Helen Williams Senior Advisor
Black Student League, Chico State College Chico, California	Mr. John Henry Rivers President
Chico Senior High School Chico, California	Mrs. Alberta Simic Counselor
Colusa County Welfare Department Colusa, California	Mr. Paul Berman Director
Colusa High School Colusa, California	Mrs. Hazel Koehler Dir. of Counseling & Guidance
Corning Union High School Corning, California	Mr. Don E. Lewis Counselor
Davis Senior High School Davis, California	Mrs. Gertrude Williams Mr. Charles R. Zadra Counselors
Dunsmuir High School Dunsmuir, California	Mrs. Louise Thompson Counselor
Fall River High School Fall River Mills, California	Mr. Kenneth Cave Counselor
Hamilton Union High School Hamilton City, California	Mrs. Ralph Martin Counselor
Herlong High School Herlong, California	Mr. Edward Otto Counselor
La Alianya Estudia Nil Para El Avanzamiento de Mejicanos, Chico State College Chico, California	Mr. Jesus Genera President
Lassen Union High School Susanville, California	Mr. Robert Middleton Counselor
Liberty High School Brentwood, California	Mr. Ken Jacobson Counselor
Los Molinos High School Los Molinos, California	Mrs. Helen B. Lisowski Counselor
Lower Lake High School Lower Lake, California	Mr. Robert L. James Counselor

AGENCY	INDIVIDUAL MAKING REFERRALS
Marymount College Palos Verdes Estates, California	Miss Gertrude Eastman Upward Bound Director
Marysville High School Marysville, California	Mr. James B. Lamm Counselor
McKinleyville High School McKinleyville, California	Mr. Jack Altman Financial Aid Officer Humboldt State College
Modoc High School Alturas, California	Mr. Kenneth Clapsaddle Counselor
Orland High School Orland, California	Mrs. Margaret Benedetti Counselor
Portola Junior-Senior High School Portola, California	Mr. R. C. Donnenwirth Vice Principal
St. Helena High School St. Helena, California	Mr. Ralph Ingols Counselor
Sutter County Welfare Department Yuba City, California	Mrs. Mary Quitoriano Director
Westwood High School Westwood, California	Dr. Thomas W. Crutcher Principal
Williams High School Williams, California	Mr. Laurell E. Olson Counselor
Willows High School Willows, California	Mr. Leo Dempsy U. S. Dept. of Agriculture
Yuba City Union High School Yuba City, California	Mr. Jerry Downing Counselor
Yuba County Welfare Department Marysville, California	Mr. Joseph L. Brand Director

ADVANCE COMMITMENTS OF STUDENT FINANCIAL AID

Recommendations of Student
for Advance Commitment
of Student Financial Aid

To: ____________________ Date: ____________________
FINANCIAL AID OFFICER

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COLLEGE

CANDIDATE'S NAME Yr. in School

Address Street

City State Zip

HIGH SCHOOL

Address Street

City State Zip

PARENT'S OR GUARDIAN'S NAME

Address Street

City State Zip

STUDENT'S AREA(S) OF ACADEMIC INTEREST

EXPECTED DATE OF HIGH SCHOOL GRADUATION	NUMBER IN CLASS (if available)	RANK IN CLASS (if available)

It is believed that the student will be in need of financial assistance.

The following factors might be considered in evaluating the student's need:

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Name

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Title

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Address	Street	Address	Street
City	State Zip	City	State Zip
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CHICO STATE COLLEGE

Student Affairs December 13, 1968

AN EVALUATION OF THE COLLEGE ORIENTATION PROGRAM BY THOSE PARTICIPATING

John Otto
Jacqueline Everett

Oscar Wilde, in *The Critic as Artist*, has said the following: "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." This belief in the importance - during the educational process - of learning through experience was central to the planning and implementation of the Northern California College Orientation Program for High School Students held this past summer on the Chico State College campus. The idea of learning through participation was the cornerstone of the Orientation Program. The rationale behind the importance of individual experiencing during the decision-making process might be seen by comparing the college student, as a consumer, to other consumers:

> When purchasing an automobile, for example, most consumers prefer not only to see the vehicle vis-a-vis, but also to "experience it," to see and to feel it function. It is by this manner of personal experiencing that they have a basis for comparison with other modes of transportation and other models to aid them in determining if the automobile will meet their individual needs for comfort, status, convenience, life-style, etc. Most consumers would be indignant if they were expected to invest their money in a vehicle solely on the basis of vicarious information, such as the opinions of others, printed data, photographs or sight alone - no matter how voluminous, comprehensive, and accurate this kind of data might be.

This same sort of experiencing phenomenon or process should be considered generally valid when individuals (consumers of education) make a decision regarding their personal investment in education. When one considers the importance of this type of decision to the future of the individual decision maker and society, it is difficult to understand that the entire decision-making process has often been viewed so nonchalantly in the past by educators and students. This lack of opportunity for personal "data collecting" during the decision-making process is likely to be one of the significant reasons why approximately only 40% of those students who enter college as freshmen actually graduate from a four-year college. These students, as consumers, have not been satisfied with college, leaving college willingly, in good academic standing, or being forced to leave, because of poor performance, which is often due, in turn, to a lack of motivation. Were these students afforded adequate experience upon which to base a decision for entering the "college of their choice"? Most likely they were not.

This discussion concerning college choices applies particularly in the case of students of lower socio-economic backgrounds who, unlike their peers from middle and upper class families, do not have an expectation to "go to college" built into their cultural mores. These students, a large majority being capable of profiting from exposure to college training, therefore face the decision of whether or not to go to college. This important decision must be an enlightened one that will be beneficial to both the individual and his society. Consequently, the Northern California College Orientation Program was based upon the following premises:

###

1. Although it is desirable to distribute literature to the high schools, to have guidance counselors assist students in college planning and interpreting the literature, to have college personnel meet with the student on his "home turf" in the high school in order to explain the opportunities available to him in college - it is also highly significant to have the student participate in college activities on a college campus for the purpose of giving to the student a truer understanding of what going to college really means;

2. Students should be given the opportunity to experience college life on a number of college campuses, since no one college is optimal for any one student; and

3. If a picture is worth "1,000 words", then a personal experience via individual participation is worth "1,000 pictures."

The purpose of the Orientation Program was to motivate and educate the participating students toward continuing their formal education beyond high school. It provided them with information and personal experience in the collegiate environment which, it was hoped, would not only be educationally meaningful, but also educationally stimulating. The program was offered by eight Northern California colleges (Butte College, Chico State College, College of the Siskiyous, Humboldt State College, Lassen College, Shasta College, Sierra College, and the University of California at Davis) as an extension of their "Cooperative Program for Student Financial Aid for Northern California." Students were selected to participate on the basis of their being recommended for an advance commitment of financial aid from the host college, Chico State College, by their high school counselor, or other interested adults. Therefore, it was assumed that the students had the inate ability to profit from college training, but were not thinking seriously about attending college, due to lack of financial resources, the influence of social or cultural mores, and other similar circumstances. All of the participants had one or more years of high school yet to complete, as graduating seniors had been visitors on campus earlier during the year, individually or in small groups.

Approximately 40 students, many of whom came from distant towns, attended the three day meeting. They were housed at the Chico State College Craig Hall Dormitory for the length of the program. Individual college students and college representatives served as hosts and hostesses and guides for the students. During their stay, the visiting students attended the General Orientation Sessions, Individual Planning Sessions with representatives from the future college of their choice, and Small Group Discussions, with age-mates and regularly attending college students. Additional activities enabled students to attend summer school classes at the college, tour the campus and college farm, attend a college play, and spend free time in the dormitory pool or recreation lounges in a cordial and relaxed atmosphere.

Prior to leaving for home, students were requested to complete a "Visitation Evaluations Report" (see attachment) listing what they enjoyed in the conference, what they did not enjoy, and any suggestions for improving future college visitations. Evaluation reports were completed by thirteen of the students, and a summary of their comments follows:

WHAT I ENJOYED MOST:

Item	Number of Responses
Visiting the college classes.	9
Meeting the people, college students, and counselors.	6
The campus tours.	3
Staying in the dormitories.	3

What I enjoyed most: (continued)

The entire program.	2
The pool.	2
The ample free time.	1
Freedom, but organization also.	1

WHAT I ENJOYED LEAST:

Item	Number of Responses
The General Orientation Session.	5
Specific criticisms: Too long	3
Boring	1
Redundant: "We have heard most of it before."	1
Brevity of the conference.	2
Attending the classes. (Criticisms were concerning the specific class attended.)	2
Not enough free time activities.	1
The tour of the farm.	1
Transportation problem.	1

I NEED MORE INFORMATION ON:

Item	Number of Responses
College course requirements.	5
No response to the item.	5
Entrance requirements.	1
Filing dates.	1
Loans.	1
The degree of difficulty of the courses.	1
Other colleges outside California.	1
"Classes I could visit on my next trip there."	1
"Already taken care of."	1

CHICO STATE COLLEGE SEEMED:

The responses to this question were quite favorable. Responses included seeing Chico State College as being a "groovy place," an "ideal place" with a "friendly, cooperative, peaceful atmosphere and a strong academic program." Three students verbalized the desire to attend Chico State College or a similar college.

THE PEOPLE I MET WITH SEEMED:

Item	Number of Responses
A variety of adjectives describing positive feelings were expressed by most of the students and are listed as follows:	
Friendly	6
Nice	5
Interesting, encouraging, kind, most cooperative, willing to help with problems, informative, fabulous, courteous, outspoken, cool!, backward - by no means like most small towns.	1 each
No response	1

I FEEL MY VISIT WOULD HAVE BEEN MORE ENJOYABLE IF:

Item	Number of Responses
"The visit had been longer."	4
"More time had been spent on the campus attending classes."	2
"There had been more recreation" (including a pool table in the dormitory).	
"The classes I visited were to my liking and choice and more interesting."	2
"It had not been quite as rushed."	1
"Enjoyable as it was."	1
"No response.	1

I FEEL MY VISIT WOULD HAVE BEEN MORE INFORMATIVE IF:

Item	Number of Responses
"It had been longer." - to see more - to talk with counselors - for question and answer sessions	4
No response	3
"I could have known what classes I could have visited."	1
and	
"I could have gone to more classes."	1
"We had gotten together with more students already attending Chico."	1
"I could have found out more about college loans."	1
"I would have asked a few questions myself."	1
"I listened more."	1
"You could furnish some books in the room."	1

MOST OF THE TIME I FELT:

Item	Number of Responses
Adjectives expressing feeling "at home, happy, comfortable, at ease, good, welcome, really great."	8
"Like a college student."	2
"Everything was well organized."	1
"Rushed."	1
"We were given a lot of freedom to do as we pleased, which was nice for a change."	1
"I was learning while having fun."	1

THERE WAS TOO MUCH:

Item	Number of Responses
No response	6
"Free time."	2
"Large words I didn't understand from the directors."	1
"Planning that didn't come off."	1
"Rough play at the pool."	1
"Chlorine in the pool."	1
Nothing.	1

I WAS PLEASED THAT:

Item	Number of Responses
Several answers indicated the students' pleasure at being chosen for the program and being given "time" and "consideration":	
"I was able to take part in the program."	2
"The program chose me to visit the college."	1
"The program took the time to answer my questions."	2
"The best possible scheduling and accommodations were offered to me."	1
"We could take the campus and college farm tours."	2
"Everyone was nice."	2
"We did not spend too much time on any one thing."	1
"To talk to students."	1
"The people there weren't prejudice."	1
"We were there with Upward Bound."	1
"I could attend the play at the Theater in the Glen."	1
"So many young people came."	1
"It showed me more of what college is like."	1
"We could go swimming."	1
"I had some free time."	1
"I was able to talk to college representatives."	1

As a general overview, then, the visit received a very positive evaluation from the vast majority of the students. Part of this positive evaluation was a personal response - a feeling of being important - for their being chosen to participate, while other positive comments centered around the actual program and scheduled events of the conference.

One highly successful aspect of the program seemed to be in creating a comfortable, welcoming feeling and atmosphere, which the students did appear to transfer to the concept of college in general. Throughout the evaluation, students expressed a desire to see the length of the program extended to enable them to attend additional classes, to speak with other currently-enrolled college students, and so forth. From other comments of the students, the following would seem to be areas in which to consider change for coming Orientation Programs:

The General Orientation Session

- It might be profitable to give financial aid and admissions information in detail at this or subsequent total group meetings. In this way, the interviews with the individual college counselors could focus on a more personal basis or on specific course requirements of the student's interest.

- Perhaps a general question and answer session featuring a panel of college students who, if necessary, would be prepared to respond to a number of thought-provoking, pre-planned questions, should no questions be forthcoming from the audience, would be interesting and meaningful to the student participants.

General Planning for the Program

- It would seem preferrable for students to be able to choose, from a list of available courses, those classes they could attend during the conference.

General Planning for the Program (continued)

-Several students expressed the specific desire to attend a greater number of classes. Perhaps allowing more student choice prior to his arrival on campus, in the type and number of classes to be attended, would help in this area. Ample free time and availability of guides might also further meet this need for additional class attendance.

-Perhaps matching the college guides and high school students by academic major and areas of interest, respectively, would afford a meaningful way to give additional information on course requirements to the visiting students, as a number of students expressed a need for additional information in this area.

-It would seem appropriate to utilize the Orientation Program for high school seniors as well as for freshmen, sophomores, and juniors. A fall Orientation Program would provide seniors with an opportunity to meet with particular college representatives to complete necessary admission, housing, financial aid forms, etc. By seeing students in larger groups for completion of this routine kind of information, college representatives could then free themselves to spend additional time with students on a more personal basis.

-One student made the following suggestion which, for several reasons, would appear to have merit:

> I feel that if we could have all met back at the main lounge the last day it would have been more meaningful, where, as a group, everybody could have said goodbye and the director could have said his last words.

Perhaps a final comment of one of the students best summarizes the spirit and mood of the three days: "Most of the time I felt I was learning while having fun." Certainly, then, even from the somewhat limited data presented here, it seems apparent that such programs can indeed become a most useful educational tool in the future. It would seem that public institutions of higher education would feel an obligation to disperse this service to its general public. Such programs, however, have been "far and few between," particularly at "public" institutions of higher education. When one considers that "more students of low-ability from high socio-economic homes" enter college than do "high ability students from low socio-economic homes"[1] and that "the college-capable group is rapidly being defined by mere graduation from high school,"[2] such a program as described in this paper is particularly helpful in raising the aspiration level of students from lower socio-economic backgrounds toward college - the lack of such programs in colleges throughout the nation is especially tragic. It also appears reasonable to assume that should funding for such a program not be forthcoming through regular fiscal sources, there would be other possible means at the disposal of many colleges for launching a similar program. Nevitt Sanford, in his book Where Colleges Fail has observed that "students have little chance to feel that they are capable of giving anything to anybody else"[1] and that "many college students suffer, not only from ignorance of the larger world, but also from a lack of opportunities to be of service."[2] In view of this, it appears that student participation and financing of a College Orientation Program could be most appropriate, as it would not only be of great assistance to high school students, college personnel, and the public, in general, but it would also provide a meaningful experience to the very college students who would be supporting the program. In addition, who would know better than college students, not far removed from high school, the inherent value to the high school student of a well-functioning College Orientation Program.

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[1] Medsker, Leland L., and Trent, James W., The Influence of Different Types of Public Higher Institutions on College Attendance from Varying Socio-Economic and Ability Levels, Center for Study of Higher Education, University of California Press, Berkeley: (1965) p.99

[2] Pearson, Richard, The Opening Door, College Entrance Examination Board, New York, (1967).

Finally, in these times of growing student alienation and campus unrest, I can think of no better way than a cooperative effort on the part of the college student and his faculty to produce an educationally relevant program to make education more meaningful and accessible to less fortunate, but potentially successfully classmates. Certainly, all responsible educators should seriously consider offering to their constituency this expansive and dynamic opportunity.

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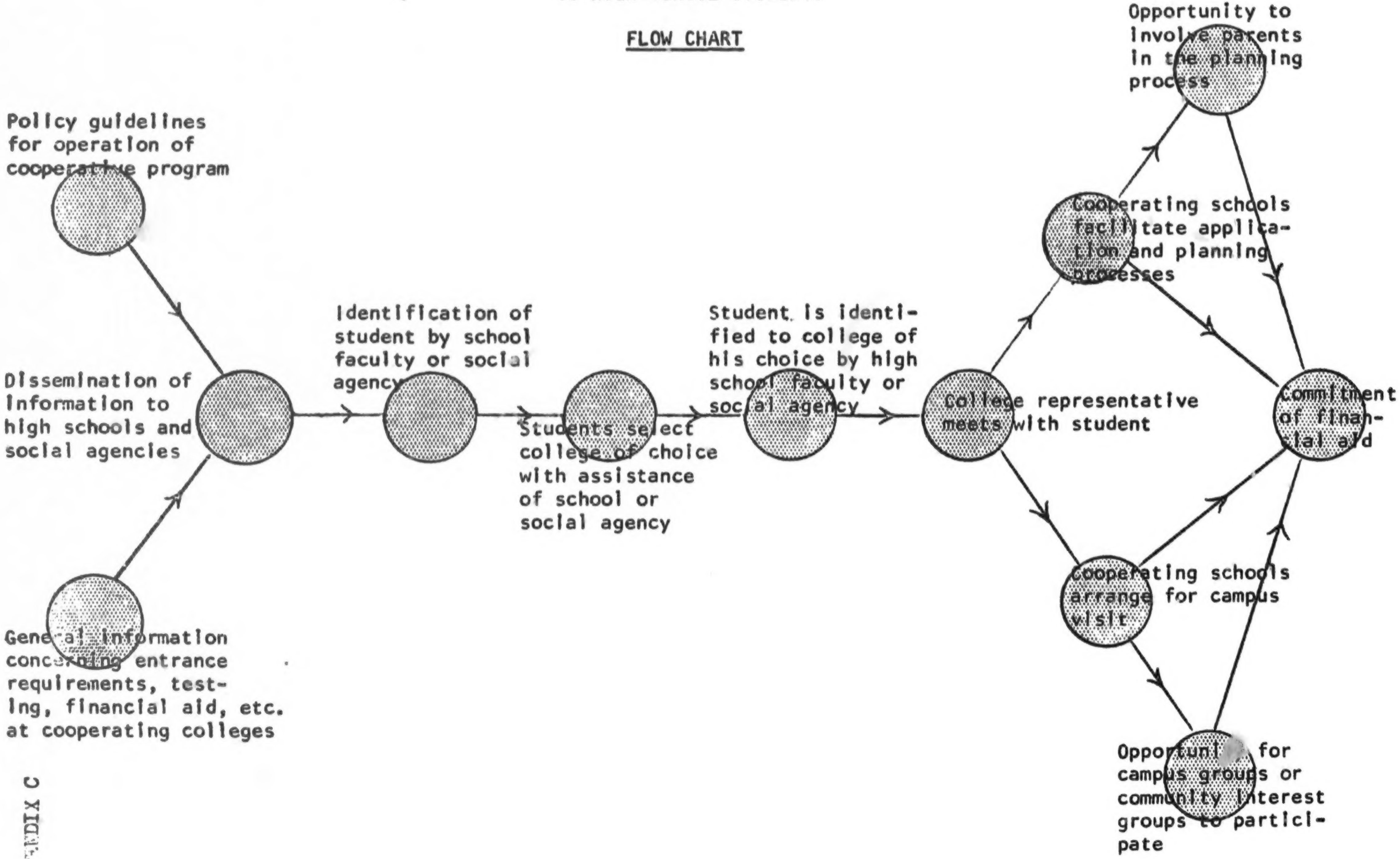
[1] Sanford, Nevitt, Where Colleges Fail, A Study of the Student as a Person, Jossey-Bass, Inc., Publishers, (San Francisco: 1967) p. 76

[2] Ibid, p. 77.

APPENDIX C

CHICO STATE COLLEGE
ADVANCE COMMITMENT OF STUDENT FINANCIAL AID TO HIGH SCHOOL STUDENTS

FLOW CHART


Policy guidelines for operation of cooperative program
Dissemination of information to high schools and social agencies
General information concerning entrance requirements, testing, financial aid, etc. at cooperating colleges
Identification of student by school faculty or social agency
Students select college of choice with assistance of school or social agency
Student is identified to college of his choice by high school faculty or social agency
College representative meets with student
Cooperating schools facilitate application and planning processes
Opportunity to involve parents in the planning process
Cooperating schools arrange for campus visit
Opportunity for campus groups or community interest groups to participate
Commitment of financial aid

APPENDIX B

CHICO STATE COLLEGE
Chico, California

A Time Table of Desired Contacts with Candidates for Advance Commitments of Student Financial Aid at Chico State College

Approximate Date of Contact with Candidate	Purpose and Form of Contact with Candidate*
1. Candidates - Freshman Year in High School Immediately after candidate has been identified.	Disseminate correspondence explaining the Advance Commitment Program. Confirm date for first personal interview with applicant. Upon securing applicant's acceptance of the program, arrange interview with parents to disseminate information and to secure their acceptance and cooperation.
Immediately - 4 months after candidate has been identified.	Encourage candidate to work with counselor in evaluating his high school curriculum in view of preparation for college.
2. Candidates - Sophomore Year in High School 4 to 6 months after candidate has been identified.	Disseminate general information, including student financial aid programs available concerning the college of the student's choice. Also make available information on the advantages of education. Confirm schedule of definite contacts with candidate for future.
3. Candidates - Junior Year in High School 25 - 24 months before candidate's expected college entrance date. (Sept. to Oct.)	Encourage student to take the PSAT. Offer to assist in obtaining waiver of fees if necessary. Encourage counselor to interpret test results in view of the student's long-range goals and current curriculum.
19 - 17 months before candidate's expected college entrance date. (Feb. to Apr.)	Disseminate current information concerning admission procedures, financial aid, housing, and activities. If feasible, make arrangements for two or more candidates from the same high school to be a weekend guest of a student presently enrolled on campus from their home community.
17 - 13 months before candidate's expected college entrance date. (Apr. to Aug.)	Offer assistance in making arrangements for applicant and his parents to visit the campus. Up-date any information.
4. Candidates - Senior Year in High School 12 - 11 months before candidate's expected college entrance date. (Sept. to Oct.)	Mail correspondence reminding candidate to file appropriate application blanks for college admission, financial aid, housing, and the PCS and ACT. Application forms and other general information concerning the college will be included in the correspondence as well as an offer to answer any questions or be of assistance in completing the necessary forms, etc.
9 - 8 months before candidate's expected college entrance date. (Dec. to Jan.)	Mail correspondence inquiring if the candidate has completed the filing of application forms with the college for admission, student financial aid, housing, etc.

*Note: Courtesy copies of all correspondence and a record of personal interviews with candidate will automatically be sent to the high school counselor or other individual who had originally identified the student to the college as a candidate for advance commitment of financial aid.

Time Table of Desired Contacts with Candidates for Advance Commitments of Student Financial Aid (Continued)

Approximate Date of Contact with Candidate	Purpose and Form of Contact with Candidate
4. Senior Year in High School (continued)	
4 - 3 months before candidate's expected college entrance date. (May to June)	Mail announcement of financial aid award to applicant and his high school.
3 - 1 months before candidate's expected college entrance date. (June to Aug.)	Mail correspondence inquiring if applicant has successfully made arrangements for admission, financial aid, housing, etc., offering to be of further assistance if needed.

DOES YOUR COLLEGE WORK-STUDY PROGRAM REALLY WORK?

By John Otto
Associate Director of Admissions
and Student Aids

Chico State College
Chico, California

May 7, 1969

One of the most pressing problems facing the American Educational Enterprise today is the increasing number and variety of students who feel alienated from their college. The pervasive feeling of unrest and the frequent (and often violent) disruptions which have become manifest on a majority of our nation's campuses are symptomatic of the feelings of alienation that college students are expressing. Seymour Martin Lipset has observed that "a sharp increase in student activism can be expected in a society when accepted political and social values are being questioned."/1/ Unfortunately, however, far too many people, both inside and outside of the academic community, have been willing to accept this and other similar statements at their face value and leave it at that. They have thus rationalized (to themselves and to others) that only a small minority of students are dissatisfied enough to truly expect educational reform, while the vast majority of students are receiving the kind of education they want and need. As a result, they continue "business as usual," not realizing that they are not only impeding a foreordained and wholesome educational revolution, but also aiding and abetting future unrest and alienation on the college campus.

Just a cursory, but honest look, beneath the surface for the causes of student alienation toward the college will uncover evidence to suggest that many students detect (or feel they detect) that many college faculty members and administrators do not view the individual student as the institution's "most important product." Students, therefore, often feel that, in the final analysis, institutional priorities often begin with needs expressed by the governing boards, the alumni, the administration, and end with those expressed by the individual student, with the college faculty usually sandwiched somewhere in between. Therefore, it often appears to the student that the institution is run for the benefit of these other individuals and their power groups (the governing boards, alumni, administration and faculty) at the expense of the student's individual needs. In his recent paper on "Youth, Change, and Violence," Kenneth Keniston relates what students believe or feel:

> "Most of what is taught in schools, colleges and universities is largely irrelevant to living in the last third of the twentieth century. Many academics are seen as direct or accidental apologies for the organized system in the United States. Much of what they teach is considered simply unconnected to the experience of post-modern youth. New ways of learning are sought: ways that combine action with reflection upon action, ways that fuse engagement in the world with understanding of it. In an ara of rapid change, the accrued wisdom of the past is cast into question, and youth seeks not only new knowledge, but new ways of learning and knowing."/2/

Seymour Lipset's insight sheds additional light on the sources of student alienation:

> "The demand for 'student power' - for increased influence over the decision-making process in the university - tends on the whole to be raised by the leftwing activist groups. Yet, its receptivity among wider circles of students may reflect an increased sense of grievance. Thus, like workers in bureaucratized industry, students seem to be seeking to regain, symbolically as a group the influence which they have lost individually."/3/

Unfortunately, it appears as though many college administrators and faculty members view Messrs. Keniston's and Lipset's observations in a class with the infamous Trojan Princess Cassandras. To date, many do not seem to realize that the dissatis-

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[1] Lipset, Seymour Martin, "Rebellion on Campus," American Education, October 1968 (Dept. of Health, Education, and Welfare, Office of Education).

[2] Keniston, Kenneth, "Youth, Change and Violence", The American Scholar, Spring 1968.

[3] Lipset, Seymour Martin, "Rebellion on Campus" reproduced from American Education, October, 1968, published by H.E.W., Office of Education.

faction and alienation of students toward the academy is becoming more and more prevalent among all students. I feel certain that many of these individuals must certainly be able to sense this growing alienation; yet, they have apparently been unable to allow it conscious recognition, for if they did, there would not exist such a large percentage of respected college faculty members (respected by other faculty members) who continue to openly admit that the "last" thing they want to do is to get involved with students. Nor would we continue to witness the increasing propensity for compartmentalization of college programs and academic disciplines to the degree of reducto ad absurdum.

With reference to the demand for "student power," it is interesting to speculate why students have been as slow as they have to demand participation in the administration of the College Work-Study Program. I rather suspect that the reason that more Work-Study coordinators have not been confronted with this issue to date is that students view the College Work-Study Program as peripheral to their role as a student, a financial means to their educational end rather than a significant educational factor, or experience in itself. This is unfortunate and should be corrected.

I would probably feel more comfortable if I were able to convince myself that those of us involved with the administration of the College Work-Study Program do not have to concern ourselves with such problems; that we have not really contributed to our students' feeling of alienation toward the college; and that consequently, we may proceed to do "business as usual." To do so, however, would be to deny reality and become derelict of responsibility to the students who we are obligated to serve. Consequently, we must respond to our students as Theodor Reik would recommend by "listening with a third ear." And we must not only listen with our "third ear" to what students are saying and feeling, but also strive to gain feelings of empathy and congruence with their unexpressed individual needs. Once this has been accomplished we will have successfully established a relationship based upon trust, mutual respect, and spirit of cooperation which will insure their influence over the decision-making process which they are demanding and which they so justly deserve.

However, it appears that a number of us have really not been listening very well during these past three years. For, as I perceive the majority of College-Work-Study Programs that have been operating over this period of time, I detect that they are "College" Work-Study Programs, with only cursory reference given to the needs of the students. It seems apparent that most Work-Study Programs have been basically operated by and for the benefit of the college faculty and administration. Students have been thought of as agents receiving employment opportunities, rather than as the agents for whom the program was originally designed. Therefore, most Work-Study positions or job specifications have been created by the faculty, staff, and administration. As a result, most Work-Study positions are tailored after the traditional institutional employment program on the college campus, with the chief difference between the two programs being that all students participating in the College Work-Study Program must have "demonstrated" financial need. Needless to say, such positions seldom are designed to capitalize upon the students' expanding intellectual curiosity and therefore are generally prone to be intellectually and educationally sterile.

In addition, we seem to have forgotten that one of the major objectives of the Work-Study Program is:

> "To stimulate and promote the use of qualified college students in community action programs, the Job Corps, the work-training program and related health, educational, welfare, and recreational activities under the Economic Opportunity Act, and also in similar activities sponsored by public and nonprofit private organizations."/4/

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[4] Special Report on Federal Programs, "The Work-Study Program in the Anti-Poverty Law," Dept. of H.E.W., Office of Education (September: 1964) p. 2.

Such jobs could indeed provide meaningful experiences for students as well as the communities they serve. However, these kinds of positions are too frequently nonexistent on many college campuses and students are therefore not provided with an opportunity for meaningful personal experience, experimentation, and discovery.

It also appears to me that the spirit of Work-Study legislation demands that a prime determinant of student jobs should not be the needs of the institution, but the needs of the students. Jobs should be meaningful, innovative, and educationally relevant to the student. Students should want to undertake the job assignment because they are excited about its educational potential, not only because they need the financial resources it can afford them.

A general critique of higher education by Joseph Katy is also generally applicable as a critique of the Work-Study Program as it now exists on most college campuses with which I am familiar:

> "Officially the college is dedicated to training independence of mind and character; but in fact, it asks students to do as they are told and encourages passive receptivity in classroom and homework."/5/

For example, most Work-Study experiences, like most classroom experiences, demand that the student perform rather perfunctory, predetermined, extrinsically motivated (outer-directed) sets of specialized tasks which often serve to extinguish the students' thirst for learning rather than adding to it. Since learning is a highly individual and personal experience and product, it would behoove colleges interested in providing an optional educational environment to provide their Work-Study students with the freedom and opportunity to experiment, discover and master the processes of knowing through personal experience, a personal experience which is also a self-determined experience.

If, indeed, the College Work-Study Program were designed in such a manner in our more restive institutions of higher education, it appears to me that many of the grievances felt by students would never have developed into such proportions as are evident today. As a matter of fact, if "student centered" programs were to be implemented on many of these campuses, it is very likely that many student grievances might begin to disappear tomorrow.

It appears to me that there are several reasons why institutions of higher education have allowed such mundane Work-Study programs to evolve on their campuses. The first and least important of these is what I like to refer to as the "educational mystic." The mystic assumes that all real learning takes place in the classroom under the direct tutelage of a bonafide instructor. The second reason is the inability of the college administration and faculty to conceptualize such a program due to their professional training and experience which has sensitized them to rewarding tradition, trivia, and methodology. Another reason might be the lack of initiative on the part of financial aid officers to suggest innovative compromises in meeting the needs of both the students qualified for the program and the college faculties and administration. The last and most important reason is the pervasive lack of monetary support needed for institutions of higher education to carry on their traditional functions. As a result, college administration and faculties have viewed the College Work-Study Program as a much needed supplement to their grossly inadequate employment budgets.

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[5] Katy, Joseph, The College and the Student, "Social Expectations and Influences", American Council on Education (Washington, D.C., 1966) p. 138.

Accordingly, it is my contention that the College Work-Study Program can be utilized as an effective tool in our quest for a cure for campus unrest and student alienation, and at the same time, become an effective supplement to the institution's educational program. Furthermore, reform can be implemented or initiated expediously with a minimum of administrative problems and without the need for prior approval of the U. S. Office of Education or without new amendments to the current legislation governing the program. To this end I would propose the implementation of the following steps and procedures:

1. Institutions participating in the Work-Study Programs should begin to refer to the program as the "College Student Work-Study Program," rather than as the "College Work-Study Program." Such a seemingly minor change in terminology would be an indication to students that the Work-Study Program is not operated chiefly by and for the college administration and faculty, but rather by and for the student.

2. Institutions participating in the program should inform their student leaders that effective next year a percentage of the total Work-Study funds available to the college will be made available for student use. Chico State College is now in the final phase of its planning for implementing a Student Oriented Work-Study Program during the fall of 1969. (See appendix - Operational Procedures Governing the Student Initiated Work-Study Program at Chico State College.) It seems only fair to invite students to apply for Work-Study funds to be used in support of their own ends - be it in support of an experimental college, a cultural affairs center, a tutorial program, or whatever it is that they want to gain experience with and mastery of. It appears to be a violation of the spirit of the total Work-Study legislation for all Work-Study funds on a college campus to be assigned to support the activities - and often the most routine activities - of the college faculty and administration. On campuses where such is the case, I believe it is incumbent upon the Work-Study coordinator to inform his student body as to the potential availability of Work-Study funds for their use. He should make himself available for a specific and predetermined block of time so that the students may utilize his services as a consultant. It should be made abundantly clear to the students that it is entirely in their power to create the kinds and types of Work-Study positions that they desire and feel a need to participate in as long as such positions do not conflict with the intent and purpose of the program and the specific federal regulations which control its governance.

3. Students or their representatives should be given the opportunity to participate in both the composition of job specifications and the actual allocation of College Work-Study resources to on and off-campus agencies in the future.

4. When, after due diligence, it has been established that a qualified student has been unable to obtain a suitable position, the student should be provided with an opportunity to initiate a job specification of his own making. In the process of completing the process of job specification request, the student would be required to secure the cooperation and assistance of a faculty member or off-campus supervisor whom he believes will serve to enhance his educational work experience as his supervising employer.

   It is assumed that if and when the students or student organizations do not possess the sufficient matching funds necessary for implementation of this portion of the Work-Study Program, and when, at the same time, it is impossible for the United States Office of Education to waive this requirement, that the institution will provide the necessary matching fund requirements from its own sources of funding.

5. Institutions participating in the Work-Study Program should encourage students employed under the program, particularly those filling positions created by or ideally, in cooperation with the college faculty and administration, to redefine their positions in terms that they believe will be most educationally relevant to themselves. Such a procedure should not be attempted on merely an annual basis, but should become an open-ended and continuing educational process based upon cooperation and shared responsibility on the part of the institution and its Work-Study student employees.

   In short, rather than having the employer design the job specification and seek the employee, the employee (student) should design the job specification and seek the employer whenever this is feasible. It appears to me that until students are actually given the opportunity to participate in the creation of the positions they will hold, that the College Work-Study Program will continue to be more concerned with meeting the needs of the institution than with meeting the needs of the students. Furthermore, unless a change occurs, the program will remain an educational and intellectual lightweight.

Whereas, I was most sincere earlier in this paper when I noted that the College Work-Study Program could be reformed without new amendments to the current legislation governing the Program, I do not, however, mean to mislead you into believing that I would not strongly recommend changes in some portions of the legislative law. It appears that if the Work-Study Program is to achieve its maximum effectiveness, additional legislative support from the federal government will ultimately be required. As an initial step, along with an expansion in the amount and variety of direct financial support to needy college students, federal dollars are needed as direct aid to institutions of higher education in support of their institutional budgets. It occurs to me that the federal government might provide direct aid to institutions of higher education commensurate with the number of low-income students for whom the institution is providing student financial assistance. Such an arrangement would certainly serve as an incentive to institutions of higher education for admitting a more representative proportion of students from low-income families. In his book, "The Lessons of History," Will Durant has indicated:

> "If equality of educational opportunity can be established, democracy will be real and justified. For this is the vital truth beneath its catchwork: that though men cannot be equal, their access to education and opportunity can be made more nearly equal."/6/

If, on the other hand, such or similar action is not taken in the immediate future, equal access to higher education will remain as an unfulfilled ideal.

It is unfortunate that many college faculty members and administrators have come to expect to receive Work-Study funding, but do not feel obligated to abide by the "spirit of the legislation." In view of this, I feel impelled to recommend that the legislation governing the Work-Study Program be strengthened and amended to emphasize the priority for such changes as have been previously outlined and therefore express clearly that the Work-Study Program was created primarily for the benefit of students. Furthermore, the United States Office of Education should make it abundantly clear to institutions of higher education participating in the program that preference in the allocation of funds will be given to those institutions that can demonstrate that they have created job opportunities which both serve to eliminate poverty and meet the educational needs of their student participants. This might also entail the elimination of the financial matching requirement for certain student and community organizations.

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[6] Durant, Will, The Lessons of History, Simon and Schuster (New York: 1968) p. 79.

In conclusion, as I have repeatedly emphasized earlier, generally speaking, most colleges in the past have been more remiss than they would care to admit in regard to the academic freedom and civil liberties of their students. Since the Work-Study Program has been managed chiefly by and for the college, I submit that the Work-Study Program coordinators have been similarly guilty. Therefore, I propose that College Work-Study coordinators seriously consider the relevance of the suggestion made by Edward D. Eddy, Jr., president of Chatham College, that "genuine student involvement in the formulation of educational policy offers the best hope of regaining the concept of the academic community" in relation to the administration of college students' Work-Study programs at their separate college campuses in the future."/7/

I firmly believe that if the administration of the College Students' Work-Study Program is approached and reformed from this sort of frame of reference that we might well expect the beginnings of a new era of cooperation and harmony to replace the present atmosphere which is marked by feelings of mistrust and alienation between the student and his college, and it might indeed become "our finest hour."

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[7] Lawrence and Dennis and Joseph F. Kauffman, The College and the Student, American Council on Education (Washington, D. C.: 1966) p. 169.

INFORMATION AND FORMS
to be distributed
to
STUDENTS

CHICO STATE COLLEGE

Office of Student Aids

INFORMATION PERTAINING TO THE COLLEGE WORK-STUDY PROGRAM

DEFINITION: The College Work-Study Program was established under the Economic Opportunity Act of 1964, Title I, Part C.

The purpose of the program is to stimulate and promote the part-time employment of students who are from low-income families and are in need of earnings from such employment to continue their college education.

College Work-Study regulations state that: "After all of the students from low-income families have been placed, employment may then be offered to other applicants who are in need."

I. For Students Seeking Employment Under the College Work-Study Program:

1. Student must file standard application for participation in the College Work-Study Program with the Office of Student Aids. This application includes the following:

   A. Chico State College Application for Financial Aid

   B. Parents' Confidential Statement

2. Do not expect to make application for specific Work-Study positions or to begin work until action has been taken upon your application by the Office of Student Aids.

3. If application is approved, make a note of the dollar amount and the time period covered by the award, since your total earnings under the program may not exceed this amount during the period your award is in effect.

4. It is your responsibility to find a job with which to earn the amount of your Work-Study eligibility.

5. If, after (a) applying directly to five or more separate employers participating in the College Work-Study Program or, (b) filing a Part-Time Employment Card with the Office of Student Aids and subsequently inquiring at that office at least twice a week for a month's period of time you are unable to find employment, you may then initiate a "Student Job Specification Request."

6. It is the function of the Office of Student Aids to ascertain that the College Work-Study Program is made accessible to all students who are eligible to participate, regardless of whether or not jobs have been created and are available at the time of their need that are commensurate with their skills, abilities, and educational objectives. Therefore, a specific sum of money has been reserved to fund student initiated Work-Study positions.

Information Pertaining to the College Work-Study Program (continued)

7. Students chosing to initiate their own Work-Study positions must complete the following steps:

   A. Complete the "Student Initiated Job Specification Request Form."

   B. Contact potential supervisor and employer and obtain his approval and signature on the "Student Initiated Job Specification Request Form."

   C. Schedule an interview with a Financial Aid Counselor in the Office of Student Aids.

II. For Students Who Have Found Jobs Under the College Work-Study Program:

1. It is your responsibility to keep a current record of your total earnings under the Work-Study Program so that you do not exceed the amount of your eligibility. You might wish to set up a chart similar to the following for your records:

   Total Amount of Work-Study Qualification (for the time period of September 22, 1969 to May 21, 1970). $400.00

		Balance Remaining
Amount earned for the month of October 1969	$125.00	$275.00
Amount earned for the month of November 1969	100.00	175.00
Amount earned for the month of December 1969	-0-	175.00
Amount earned for the month of January 1970	130.00	45.00
Amount earned for the month of February 1970	45.00	0.00
Total Earnings	$400.00	

2. Should you earn over the amount of your qualification without receiving a revision in your award from the Office of Student Aids, your checks will be held until your employer finds other funds with which to pay you in the amount which you are overdrawn.

3. It is your responsibility to now find a job with which to earn the amount of your Work-Study eligibility.

   A. The Office of Student Aids does have Work-Study job openings listed, and you may apply by contacting this office. Our experience has been that we have been able to assist most students who are seeking employment to find a job, if they do visit the Office of Student Aids frequently.

   B. You could also contact professors in your major or minor field, or your adviser, to make them aware of your eligibility for Work-Study employment and to apply for any job openings available.

4. For the academic school year, the award dates begin the first day of school and continue through the last day of the second semester. If you wish to be considered as eligible for summer Work-Study, you must reapply for a summer award.

5. The maximum number of hours a student may be employed under the Work-Study Program is a semester average of 15 hours per week. A maximum of 40 hours per week may be worked during vacations.

6. To be eligible under the Work-Study Program, an undergraduate student may carry no fewer than 12 units per semester and graduate students no less than 9 units per semester for the regular academic year without obtaining the approval of the Office of Student Aids.

7. Work-Study pay rates range as follows: $1.50, $1.60, $1.75, $1.85, $2.00, and $2.10. Your employer determines the rate of pay which he can offer for the job, and you should determine with him your rate of pay before beginning work.

8. Steps Required to Receive your Work-Study Wages

   Step 1. You should contact the Payroll Office to sign the appropriate papers as a new student employee of Chico State College.

   Step 2. You should have your employer sign the enclosed Work-Study eligibility card when you are hired.

   Step 3. You should show the Work-Study eligibility card to the secretary processing your vouchers so that she may sign the card and have the amount of your qualification for her records.

   Step 4. You should return the eligibility card to the Office of Student Aids.

   Step 5. Submit payroll vouchers on appropriate dates.

   Your cooperation concerning these regulations will be greatly appreciated.

CHICO STATE COLLEGE

Office of Student Aids

COLLEGE WORK-STUDY PROGRAM
STUDENT INITIATED JOB SPECIFICATION REQUEST

(To be completed by student applicant and
appropriate officials, as indicated.)

NAME______________________________ SOCIAL SECURITY__________

Address______________________________ Phone__________

____

Approved Work-Study Award: $__________ Time Period of Award______________

IMPORTANT: (Submit "Chico State College Part-Time Employment Application" along with this request if you do not have a current application on file with the Office of Student Aids.)

I hereby certify that since __________ (Month), __________ (Year) I have been actively seeking employment under the College Work-Study Program by using the following procedures: (Check at least one of the following.)

☐ Applying directly to five separate Work-Study employers. (Complete and submit the attached certification form.)

☐ Inquiring at least twice a week at the Office of Student Aids for a one-month period.

☐ Other:______________________________

____

I hereby certify that through these procedures I have been unable to find employment under the Work-Study Program, and I am submitting the following "Job Specification Request":

Signature______________________

Date______________________

Student Initiated Job Specification Request (continued)

Submit a separate "Job Specification Request" for each job desired.

Job Title________________________ Time Period: From____________ To____________

Proposed Rate of Pay: (Minimum Acceptable) Hourly $_______ Piece Work $________

Weeks per year_____________ Proposed Employer (Supervisor)______________________

Job Description (Responsibilities, tasks performed):___________________________

____

____

Objectives of job opportunity offered (educational relevance, purpose, goals, to both yourself and others involved, if appropriate):

____

____

____

Social benefits of proposed employment:______________________________________

____

Evaluation of objectives (how will satisfaction of objectives be met?):____________

____

- -

(To be completed by proposed employer)

I hereby certify that I wish to employ this student under the College Work-Study Program for the employment position as described above.

I further certify that this job opportunity will be employment:

"1. for the institution itself (Chico State College) (including any nonprofit entity which is under the control of the governing board of the institution), which work will result in an expansion or broadening of the institution's student employment program, or

2. for a public or private nonprofit organization other than the institution, hereinafter referred to as an "organization", when the work is obtained through an arrangement between the institution and an organization and

(a) the work is related to the student's educational objective, or

(b) the work (I) will be in the public interest and would not otherwise be provided; (II) will not result in the displacement of employed workers or impair existing contracts for services; and

Student Initiated Job Specification Request (continued)

> (III) will be governed by such conditions of employment, including compensation, as well be appropriate and reasonable in light of such factors as the type of work performed, geographical region, and proficiency of the employee."

I have read the above job description and certify that I will assume responsibility as employer-supervisor for this student for the aforementioned job.

(Date) ________________ (Signature) ________________

(Phone) ________________ (Address) ________________

* *

(To be completed by Off-Campus Employers Only)

The maximum amount of matching funds I agree to furnish for the employment of this student is $________. This is computed to be 20% of the student's total projected earnings with my agency.

(Date) ________________ (Signature) ________________

- -

(To be completed by Student Aids Office)

☐ Approved ☐ Cancelled ☐ Denied

Reason for Denial:

By:______________________

Date:____________________

____

____

____

____

Suggestions to student for further action, if appropriate:

____

____

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____

____

CHICO STATE COLLEGE
Chico, California

CERTIFICATION OF ATTEMPT TO OBTAIN WORK-STUDY EMPLOYMENT AT CHICO STATE COLLEGE
(To be Submitted with "Student Initiated Job Specification Request")

Each of the following units does have College Work-Study funds available for student employment. Before filing a "Student Initiated Job Specification Request," you should complete the following steps:

1. Inquire for employment from at least five of the separate units below. Each line item is considered to be a separate unit.
2. Check those units to which you have applied for employment.
3. Submit this form along with the "Student Initiated Job Specification Request" to the Office of Student Aids as certification that you have been unable to find a Work-Study job through direct application to employers.

I have applied to the following units for a Work-Study position:

ON-CAMPUS

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES
- Anthropology ____
- Economics ____
- Geography ____
- Political Science ____
- Psychology ____
- Social Sciences ____
- Sociology ____

SCHOOL OF GRADUATE STUDIES ____

SCHOOL OF HUMANITIES & FINE ARTS
- Art ____
- English ____
- Foreign Language ____
- History ____
- Music ____
- Philosophy ____
- Speech/Drama/Dance ____

SCHOOL OF NATURAL SCIENCES
- Biology ____
- Chemistry ____
- Geological & Physical Science ____
- Mathematics ____
- Physics ____

DIVISIONS
- Agriculture ____
- Business ____
- Education ____
- Engineering ____
- Industry & Technology ____
- Nursing ____
- Physical Education ____

SPECIAL PROGRAMS
- American Studies ____
- Computer Sciences ____
- Health Science ____
- Home Economics ____
- Honors ____
- Latin American Studies ____
- Mass Communications ____
- Recreation Administration ____
- Social Welfare ____

INSTRUCTIONAL SERVICES
- Vice President (Academic) ____
- Television ____
- Audio-Visual ____
- Laboratory School ____
- Library ____
- Summer Session ____

Certification of Attempt to Obtain Work-Study Employment at Chico State College (continued)

ADMINISTRATION

- President's Office ___
- Vice President (Administration) ___
- Computer Center ___
- Area Services ___
- Accounting ___
- Property ___
- Purchasing ___

STUDENT SERVICES

- Dean's Office ___
- Registrar ___
- Admissions ___
- Counseling ___
- Testing ___
- Advising ___
- Activities ___
- Housing ___
- Placement ___
- Student Financial Aids ___
- International Students ___
- Educational Opportunity Program ___
- Student Health ___

PLANT OPERATION

- Maintenance ___
- Custodial ___
- Grounds ___
- Security-Information Center ___

OFF-CAMPUS

- Associated Students ___
- Dormitory Revenue ___
- C.A.E.F. ___
- Foundation ___
- Ivy Hall ___
- Danforth Research ___
- Dr. Shaw Project ___
- Allen Research ___
- Eagle Lake ___
- Sturges Research ___
- Black Butte Reservoir ___
- Individual Research ___
- English as a Second Language ___

OFF-CAMPUS (Continued)

- Paradise Park & Recreation ___
- Calif. Co-op Rice Research ___
- Univ. of Calif. Rice Exper. ___
- No. Calif. T.V. Assoc. ___
- Work Training Center ___
- State Rehabilitation Program ___
- YMCA ___
- Butte Co. Econ. Opportunity (Multi-Service Center) ___
- Sierra-Cascade Girl Scouts ___
- Chico Area Park District ___
- Colusa Unified School Dist. ___
- Mendocino State Hospital ___
- Dept. of Social Welfare ___
- Stockton Unified School Dist. ___
- Social Security Administration ___
- Willows Program (Glenn Co. Special Services) ___
- Chico Jr. High Educationally Handicapped ___
- Visalia Unified School Dist. ___

Signature ______________________________

Date ______________________________

INFORMATION AND FORMS
to be distributed
to
EMPLOYERS

CHICO STATE COLLEGE

Office of Student Aids

College Work-Study Program

INFORMATION CONCERNING STUDENT INITIATED JOB SPECIFICATION REQUEST(S) FOR POTENTIAL SUPERVISING EMPLOYERS

THE COLLEGE WORK-STUDY PROGRAM was established under the Economic Opportunity Act of 1964, Title I, Part C.

THE PURPOSE OF THE PROGRAM is to stimulate and promote the part-time employment of students who are from low-income families and are in need of earnings from such employment to continue their college education.

COLLEGE WORK-STUDY REGULATIONS state that: "After all of the students from low-income families have been placed, employment may then be offered to other applicants who are in need."

IN VIEW OF THE ABOVE REQUIREMENTS, it is the function of the Office of Student Aids to ascertain that the College Work-Study Program is made accessible to all needy students who choose and are eligible to participate regardless of whether or not jobs have been created and are available at the time of their need that are commensurate with their skills, abilities, and educational objectives. In the past, approximately 10% (50 to 60) of the eligible students at Chico State College have been unable to find employment under the program.

Consequently, a specific sum of money has been reserved to fund student initiated Work-Study positions.

The student bearing these materials believes that his educational experiences will be greatly enhanced if you would agree to serve as his (her) work supervisor for the student initiated job specification request he (she) is presenting to you.

If you do wish to employ this Work-Study student, please complete the appropriate section on the "Student Initiated Job Specification Request."

Note to On-Campus Employers:

This position will not be deducted from your regular College Work-Study or student assistant allotment. The student brings with him the amount necessary for his employment, but this amount is not to exceed the "approved Work-Study award" for the time period as indicated on the "Student Initiated Job Specification Request."

Note to Off-Campus Employers:

While the student brings with him the federal funds necessary for his employment, 20% of his total earnings would be requested in advance from your agency as your financial contribution to the employment offered.

DRAFT

ARTICLES OF INCORPORATION
OF
CHICO STATE COLLEGE FACULTY GRANT AWARDS PROGRAM

I

NAME

The name of this corporation is: CHICO STATE COLLEGE FACULTY GRANT AWARDS ASSOCIATION, INCORPORATED.

II

PURPOSE

A. The specific and primary purpose for which this corporation is organized and operated is to provide financing for the Chico State College Faculty Grant Awards Program consisting of monetary grants, certificates and other media of recognition.

B. The general purposes for which this corporate association is formed are to:

1. motivate high school students from low-income families who may not be thinking positively about attending college;
2. improve their academic achievement record and raise their aspirations toward college attendance through the awarding of an advance commitment of a Chico State College Faculty Grant Award.

C. This corporate association shall have and exercise all rights and powers conferred on corporations under the laws of the State of California, provided, however, that this corporation is not empowered to engage in any activity which in itself is not in furtherance of its purposes as set forth in subparagraphs A and B of this Article SECOND.

D. This corporate association is organized and operated exclusively for general non-profit purposes as hereinbefore set forth, and no part of any net earnings shall enure to the benefit of any private member or shareholder. This organization shall not discriminate against any individual based on race, religion, color, nationality or beliefs.

III

ORGANIZATION

This corporation is organized pursuant to the General Non-profit Corporation Law of the State of California.

IV

LOCATION

The County in the State of California where the principal office for the transaction of the business of this corporation is to be located in the County of Butte.

V

POWERS

A. The powers of this corporation shall be exercised, its properties controlled, and its affairs conducted by a Board of Directors. The number of directors of this corporation shall be seven (7).

B. The names and addresses of the persons who are appointed to act as the first directors are:

(1) The appointed members of the Chico State College Committee on Scholarships and Student Financial Aid:

- (a) Dr. Arthur E. Karinen
- (b) Mr. Harry L. Jefferson
- (c) Mr. John C. Otto
- (d)
- (e)

(2) The Director of Admissions and Student Financial Aid, Mr. Roger Anderson.

(3) Foundation Director, Chico State College Foundation, Dr. Donald A. Aus.

V

MEMBERSHIP

The authorized number and qualifications of members of this corporate association, the different classes of membership, the property, voting and other rights and privileges of members, and the liability of members to dues or assessments and the method of collection thereof, shall be as set forth in the By-Laws of this corporation.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit corporation under the laws of the State of California, we the undersigned, constituting the incorporators of this corporation and including all of the persons named herein as the first directors of the corporation, have executed these Articles of Incorporation this ___________ day of ____________, 19_____.

Arthur E. Karinen	John C. Otto
Harry L. Jefferson	Roger Anderson
Donald A. Aus	

STATE OF CALIFORNIA
COUNTY OF BUTTE

On this_____________day of________________, 19______, before me personally appeared Arthur E. Karinen, Harry L. Jefferson, John C. Otto, Roger Anderson, and Donald A. Aus, to me known to be the persons described in and who executed the foregoing instrument and acknowledge that they executed the same as their free act and deed.

____
Notary Public

DRAFT

BY-LAWS
OF
CHICO STATE COLLEGE
FACULTY GRANT AWARDS ASSOCIATION

ARTICLE I

CORPORATE POWERS

The powers of this corporation shall be vested in a board of seven (7) directors, five (5) of whom shall be members of the Chico State College Committee on Scholarships and Student Financial Aids as appointed and approved by the appropriate executive body of the College, and the Chico State College Director of Admissions and Student Financial Aid, and the Chief Fiscal Officer of the Chico State College Foundation.

ARTICLE II

EXECUTIVE COMMITTEE

The directors shall elect from their own number an executive committee of three (3) members, one of who shall be chosen from the Chico State College Faculty Committee on Scholarships and Student Financial Aids, and the Director of Student Financial Aids and the Chief Fiscal Officer of the Chico State College Foundation. The executive committee shall have all the powers exercised by the Board of Directors, except the power to levy assessments or to amend the By-laws.

ARTICLE III

SEAL

The corporation shall have a common seal consisting of a circle on its circumference the words: "Chico State College Faculty Grant Awards Association, Incorporated 1969."

ARTICLE IV

OFFICE

The corporation shall maintain its principal office at the Chico State College Campus, Butte County, California, but may have offices and transact business at such other places as the Board of Directors may from time to time appoint.

ARTICLE V

BOARD OF DIRECTORS

The directors shall hold office for the length of their appointment by the College to their respective assignments as members of the Chico State College Committee on Scholarships and Student Financial Aids, Director of Admissions and Student Financial Aids, and Chief Fiscal Officer for the Chico State College Foundation. Vacancies in the Board of Directors shall be filled by the directors remaining in office, though less than a quorum, and such number so appointed shall hold office until his successor is elected and qualified.

The Board of Directors shall have power to call special meetings of the corporation when they deem it necessary, and they shall call a meeting at any time upon the written request of ten (10) members; the Board of Directors shall have power to appoint and remove at their discretion all officers, agents and employees of the Corporation and shall prescribe their duties and fix their compensation.

The Board of Directors shall have power to conduct, manage, and control the affairs of the corporation and make rules not inconsistent with the laws of the State of California for the guidance of the officers and management of the affairs of the corporation.

The Board of Directors shall have the power to make advance commitments of grants against interest and other earnings of the corporation, the terms and amount of which shall be entered in the minutes of the Board and the note, obligation or security, if any, given for the same signed officially by the officers designated by such resolution, shall be binding upon the Corporation.

ARTICLE VI

OFFICERS

The officers of this corporation shall be a Chairman of the Board of Directors, a Secretary, and a Treasurer.

ARTICLE VII

THE CHAIRMAN OF THE BOARD

The Chairman of the Board will be elected by the Board of Directors. The Chairman of the Board of Directors shall preside over all meetings of the Corporation and the Directors and shall be a member of the Executive Committee.

The Chairman shall sign all certificates of membership and such other documents, instruments and papers as may be directed by the Board of Directors or the Executive Committee.

ARTICLE VIII

SECRETARY

The Secretary will be elected by the Board of Directors. In the absence of the Chairman or his inability to act, the Secretary shall act as Chairman; in the case of absence of the Chairman and the Secretary or their inability to act, the Treasurer shall act as Chairman.

ARTICLE IX

TREASURER

The Treasurer will be the Chief Fiscal Officer of the Chico State College Foundation. The Treasurer shall receive, record and safely keep all funds of the Corporation and deposit the same in the Chico State College Foundation account or in such bank as may be designated by the Board of Directors; such funds shall be paid out only on the check of the Corporation signed by the Chairman and countersigned by the Treasurer or such officer as may be designated by resolution of the Board of Directors.

ARTICLE X

MEETINGS OF THE CORPORATION

The Corporation shall hold semi-annual meetings for the selection of recipients of Chico State College Grant Awards on the third Monday in April and the third Monday in October of each year if not a legal holiday, and if a legal holiday, then on the next secular day following, at two o'clock p.m.

Special meetings of the members and the Board of Directors may be called at any time by the Chairman or at the written request of ten (10) members.

Notice of all meetings of the Corporation shall be mailed to each member thereof at least fourteen (14) days before such meeting.

At all meetings of the Corporation, three members shall constitute a quorum.

ARTICLE XI

MEMBERSHIP

Any member of the Chico State College Faculty or Staff who contributes to the fund, whether through payroll deduction or otherwise, or whether an active or inactive member of the College Staff, may be a member of the corporation. The fees shall be discretionary, except that the sum of $4.00 per month or $48.00 per annum is considered to be minimal requirement for participation in the payroll deduction plan.

Privileges of holding office and voting shall belong to all members. Each member shall be entitled to one vote and may vote or act by proxy.

Application for membership may be made to any officer of the Corporation.

ARTICLE XII

SUSPENSION AND EXPULSION OF MEMBERS

The Board of Directors shall have summary powers by vote of a majority of its members to suspend or expel and terminate the membership of any member for conduct which in its opinion disturbs the order, dignity, business or harmony or impairs the good name of the corporation, for any conduct in violation of these By-Laws or of the rules and regulations of the corporation which may be made from time to time, or for failure to pay any installments on any membership contribution as provided by the Board of Directors. Such action by the Board of Directors may be taken at any meeting of such board upon the initiative of any member of this corporation or any member of the Board. The proceedings of the Board of Directors in such matters shall be final and conclusive.

ARTICLE XIII

OPERATIONS OF THE FUND

All funds are administered and disbursed by the College. Terms of all Faculty Grant Awards are established by the College Committee on General Scholarships and Student Financial Aid. Donations to the fund may be made in any amount. Awards to students will be made in one hundred dollar ($100) increments, in advance of the student's enrollment in the college and encumbered by the College Foundation until the recipient matriculates into the college as a full-time student.

Awards encumbered for students who do not matriculate into the College within five months following their expected date of graduation from high school will revert to the general fund for re-awarding unless otherwise agreed to by the Committee on General Scholarships and Student Financial Aid and the grant recipient. All interest earned on encumbered funds will revert to the general fund for the making of new awards.

The Board of Directors shall make provision to reimburse the Office of the Controller, State of California for overhead costs charged for handling payroll deductions at the state scale.

All applications for Faculty Grant Awards will be made through the Office of Student Financial Aid who will provide the College Committee on

General Scholarships and Student Financial Aid with the complete records on all applicants eligible for selection.

ARTICLE XIV

GENERAL CRITERIA OF STUDENT ELIGIBILITY

Applicants for and holders of awards must have been recommended for an award by a member of their high school faculty or an appropriate agency or adult within their community. Applicants for and holders of awards must have demonstrated financial need. Applicants for or holders of awards must be making "normal progress" toward their academic objectives.

ARTICLE XV

PROCEDURES FOR THE PROCESS OF SELECTING GRANT RECIPIENTS

Student application form and letters of recommendation will be required to be on file by April 1. The Office of Student Aids will provide the College Committee on General Scholarships and Student Financial Aid with complete records of all eligible applicants by April 15. The College Committee on General Scholarships and Student Financial Aid will select recipients for the awards commensurate with the fund's earnings as reported by the Treasurer by May 1. The Office of Student Aids will prepare appropriate announcements of all awards for signature of the chairman of the College Committee on General Scholarships and Student Financial Aid. Announcement letters will be signed and returned to the Office of Student Aids for posting. Awards for individual recipients will be encumbered within the College Foundation until the student matriculates into the College or five (5) months after the recipient's expected date of graduation from high school, whichever comes first. Recipients of the award will be asked to acknowledge receipt of the award and intent to attend Chico State College within ten (10) days after receipt of the award.

ARTICLE XVI

AMENDMENTS

Amendments of these By-Laws may be proposed at any meeting of the Board of Directors or of the corporation. To become effective, such amendments must receive a majority vote of the Board of Directors, if proposed at a Directors' meeting, or a majority of the members of the corporate association, if proposed at a meeting of the Corporation. The By-Laws may be amended at any time by the written assent of a majority of the members or a majority of the Board of Directors.

ARTICLE XVII

CIVIL RIGHTS COMPLIANCE

DISCRIMINATION PROHIBITED - - No person shall, on the grounds of race, religion, color, or national origin be excluded from participation in, denied the benefits of, or be subjected to discrimination under the Chico State College Faculty Grant Awards Program.